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ABSTRACT

These appendixes are the second volume of a final report of a project to (1) demonstrate a model of appropriate vocational service for developmentally disabled adults and (2) provide technical assistance and training to community facilities serving these persons. (Volume 1, the report, is available separately. See Note.) Contents include an intake form, assessment model, assessment tools, orientation interview, client case studies, sample task analyses, counseling record forms, and other project materials. (YLB)

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VOCATIONAL SERVICES EXPANSION PROJECT

End-of-Project-Report

1975-1978

VOLUME II - APPENDICES

VOCATIONAL SERVICES COMPONENT

Institute for the Study of Mental Retardation and Related Disabilities

University of Michigan

Ann Arbor, Michigan

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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APPENDICES

Appendix 1

VOCATIONAL SERVICES COMPONENT

Intake Form

I. Identifying Information [PLEASE PRINT]

Name: _____ S.S.#: _____

Address: _____ Phone: _____

City: _____ County: _____ ZIP: _____

Marital Status: [single] ___ [married] ___ [divorced] ___ [widowed] ___ [separated] ___

Birthdate: _____ Sex: ____ REFERRAL DATE: _____

Disability: _____

REFERRAL SOURCE--Name: _____ Agency: _____

Address: _____ Phone: _____

II. Reason for Referral

Check all that apply: evaluation ___ training ___ placement ___

recommendation for programming ___ school/program maladjustment ___

other: _____

III. Presenting Problems

____ 1. Lack of work skills
____ 2. Marginal or no work history
____ 3. Lack of transportation
____ 4. Marginal academic skills
____ 5. Personal hygiene
____ 6. Lack of social skills
____ 7. Physical mobility
____ 8. Medical or other treatment
____ 9. Financially limited
____ 10. Unemployed
____ 11. Under-employed
____ 12. Job in jeopardy
____ 13. Personal/emotional maladjustment
____ 14. Home maladjustment
____ 15. School/program maladjustment
____ 16. Community/social maladjustment

Use this space to elaborate on the reason for referral and the presenting problem:

Person to notify in case of emergency: _____

Relationship: _____ Phone: _____

Address: _____

IV. Legal/Guardianship

Has a legal guardian been appointed for the client? ___yes ___no

IF YES:

Name of person or agency: _____

Address: _____ Phone: _____

Name and location of court appointing guardian: _____

_____ Probate Court Order No.: _____

Type of guardianship: ___financial ___plenary ___partial;

Explain: _____

V. Residential

A. Present institutional/residential placement:

____ independent
____ parent's/guardian's home
____ relative's home
____ foster home
____ boarding home
____ group home
____ halfway house
____ public institution for MR
____ private institution for MR
____ other (please specify: _____)

B. Name of people responsible for residence: _____

Address: _____

Phone: _____ Relationship to Client: _____

C. Length in current placement: _____

D. Describe the client's adjustment to this living situation (relationship to other residents, cooperativeness, etc.):

E. If client has had previous residential placements, please complete the following (begin with most recent placement):

NAME OF FACILITY	TYPE OF RESIDENCE	ADDRESS	DATES OF PLACEMENT

VI. Family Members

	NAME	B.D.	ADDRESS	PHONE	LIVING WITH CLIENT?	OCCUPATION
Father:						
Mother:						
Sibling:						
Sibling:						
Sibling:						
Sibling:						
Other:						

VII. Financial Resources

A. MONTHLY AMOUNT

_____ Family support
_____ Self support
_____ SSI-Aged
_____ SSI-Blind
_____ AFDC
_____ Gen. Assistance Only
_____ AFDC & SSI
_____ SSDI
_____ None
_____ Unknown

B. Complete the following information where applicable:

NO. UNDER WHICH BENEFITS RECEIVED

Social Security No. _____

SSI No. _____

Medicare No. _____

Medicaid No. _____

VIII. Educational History

A. Complete the following (begin with the most recent placement):

NAME OF FACILITY	TYPE OF PROGRAM	ADDRESS	DATES OF PLACEMENT

B. Describe this person's current program (type of class, number of students, time per day in the placement, etc.):

C. Describe this persons's behavior and progress in the program:

D. Type of degree received: ____ Certificate
____ High school diploma
____ GED
____ None
____ Other (please specify: _____)

IX. Vocational History

A. Has client had prior Vocational Training? ___yes ___no

B. IF YES, complete the following (begin with most recent training):

V.T. SITE	ADDRESS	V.T. AREA	V.T. DATE

C. Was training completed satisfactorily? ___yes ___no
IF NO, please explain:

D. Has client interviewed for a job? ___yes ___no

E. Has client been placed in competitive employment?
___yes ___no

F. IF YES, list how many jobs were held over the past five years: ___

G. List last three jobs (last job first):

Employer: _____ Dates: _____

Address: _____ Wages: _____

Job Duties: _____

Reason for Leaving: _____

Employer: _____ Dates: _____

Address: _____ Wages: _____

Job Duties: _____

Reason for Leaving: _____

Employer: _____ Dates: _____

Address: _____ Wages: _____

Job Duties: _____

Reason for Leaving: _____

X. Medical

A. List current medical problem(s): _____

_____

Cause of problem(s): _____

B. Is patient restricted in any activities? ___yes ___no

IF YES, list restrictions: _____

C. Is patient CURRENTLY being treated for any medical or emotional condition (e.g., heart disease, depression, epilepsy, diabetes, etc.)?

___yes ___no IF YES, explain:

Describe method of treatment (include medication, dosages, etc.; use other side if necessary):

D. Does patient use any of the following appliances?

___wheelchair	___special shoes	___hearing aid
___braces	___crutches	___glasses
___splints	___dental braces	___other:

E. Is there ___daytime or ___nighttime wetting?
Is there ___daytime or ___nighttime soiling?

F. Present weight: _____ Present height: _____

G. Does patient have a vision problem? ___yes ___no

H. Does patient have a hearing problem? ___yes ___no

I. Last vision exam: _____; Last hearing exam: _____
[date] [date]

J. Is there regular dental care? ___yes ___no

Date of last dental exam: _____

K. Date of last physical exam: _____

L. Appetite? ___good ___poor

Is client on a special diet? ___yes ___no

IF YES, please describe:

M. Has client ever been hospitalized? ___yes ___no

IF YES, specify reason(s):

Hospital: _____ Date: _____ [approx]

Address: _____

Hospital: _____ Date: _____ [approx]

Address: _____

N. FAMILY DOCTOR

Name: _____

Address: _____

Date Last Seen: _____

OTHER DOCTORS SEEN IN LAST FIVE (5) YEARS

Name: _____

Address: _____

Name: _____

Address: _____

XI. General Information

KEY: I-independent; A-needs assistance; P-need for programming

	-I-	-A-	-P-	DESCRIBE
A. Is person ambulatory				
B. Does person feel self				
C. Does person wash self				
D. Goes to lavatory alone				

[KEY: I-independent; A-needs assistance; P-need for programming]

	-I-	-A-	-P-	DESCRIBE
E. Can handle money				
F. Can use public transportation				
G. Can do own shopping				
H. Communicates most needs				
I. Is quiet at night				
J. Practices dental hygiene				
K. Leaves & returns as expected				
L. Can read				
M. This person smokes				
N. Gets along well with children				
O. Will participate in activities				
P. Is on time for scheduled activities				
Q. This person follows instructions				
R. Able to estimate own abilities				
S. Congenial with other persons				
T. This person has speech problem				

U. Comments on unusual behavior or other pertinent information:

V. How does this person communicate (e.g., gestures, words, phrases):

W. In helping us to understand this person's needs, please indicate those areas in which you and/or the person has had the most success and satisfaction:

X. And those areas where you and/or the person have experienced the most difficulty:

XII. Transportation

What means of transportation does client have?

___relative ___friend ___bus ___other:

Which modes of transportation can client use indendently?

___car (drive) ___bus ___train ___airplane

___taxi ___dial-a-ride

XIII. Leisure Time

List the client's leisure time activities and indicate approximately how much time the client spends in these activities per week.

ACTIVITY	TIME SPENT
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The following information is optional and desired for the purpose of data gathering only. It will in no way determine acceptance for this client:

Race _____ Religion _____

Grade completed or educational level of: Mother _____ Father _____

XIV. Please list all the doctors, hospitals (including hospital of birth), agencies (e.g., Health or Social Service Departments), professionals, and schools (include current teacher and principal) that have worked with this person. Please give the service provided, COMPLETE ADDRESS, phone, and dates of service for each (use back of page if necessary). Then complete a records request form for each person or agency you have listed. IF ALL PERSONS/AGENCIES DO NOT INCLUDE STREET ADDRESS, THERE WILL BE A DELAY IN THE REFERRAL PROCESS.

	PERSON/AGENCY SERVICE PROVIDED	STREET ADDRESS CITY, STATE, ZIP	[PHONE NUMBER] DATES OF SERVICE	REGISTRA NUMBE
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

ONE WEEK ASSESSMENT MODEL

CLINICAL SERVICES
SCHEDULE OF APPOINTMENTS

ISSUED:

Institute for the Study of Mental Retardation
and Related Disabilities
The University of Michigan
130 S. First Street
Ann Arbor, Michigan 48108

Client-Patient_____ ISMRRD#_____

Case Coordinator_____ Birthdate_____

Liaison_____ Agency_____

MONDAY,		TUESDAY,		WEDNESDAY,		THURSDAY,		FRIDAY,
9 a.m.	Introduction Orientation Motivation Interview	9 a.m.	Workshop	9 a.m.	2nd Task Training Janitorial/or Electronics	9 a.m.	Tool Use (Bennet)	
9:30	MAND Peabody Haptic Color Blind	9-10:30	Speed Trials			10 a.m.	Psychological Evaluation	
		10:30-11:30	Faded supervision					
11:30	Lunch	11:30	Lunch	12	Lunch	12	Lunch	
12:15	BB Training	12:30	Shop - faded supervision	12:30	Workshop (Faded supervision) Bicycle broke	12:30	Job Related Behaviors	
		1:30	Academic Testing			2:15	Exit Interview	
1:15	Break	3	Dismissal	3	Dismissal	3	Dismissal	
1:30	BB Training and Transfer to Bins (Workshop)							
3	Dismissal							

Appendix 2

NOTES:

2 1/2 hours - BB Training and Transfer
7 1/2 hours - BB Production in Shop
3 hours - 2nd Work Sample Training
1 hour - 3rd Work Sample Training

UNIVERSITY HOSPITAL:

Any other evaluations which may need to be scheduled on an individual client basis will either come off training time or BB production

Appendix 3

Factors Assessed	Assessment Tools
Verbal-Cognitive Intellectual Functioning, Receptive and Expressive Language.	Weschler Adult Intelligence Scale PPVT
Sensory Functioning Auditory and Visual Ability, Color Blind Test, Perceptual-Motor Ability, Tactual and Visual Discrimination	Bender Visual Motor Gestalt Test Haptic Visual Discrimination Test Dvorine Color Plates Auditory Vision Screening Training and Production Data
Motor Ability Fine and Gross Motor Ability	Training and Production Data MAND
Emotional Adjustment Adaptive Behavior in a Work Setting	Training and Production Data OEI (Observational Emotional Inventory)
Academic-Community Living Skills Functional Academic Skills Adaptive Behavior in Community	ABS (Adaptive Behavior Scale) Vineland Observation PAC (Progress Assessment Chart)
Vocational Motivation, Attitude, Interest, Sophistication Knowledge of Work Behaviors, Attending Factors, Current Vocational Skills	Training and Production Data Interview

Appendix 4

Date _____

CP# _____

Orientation Interview

1) Explain evaluation and schedules. Describe client reaction.

2) What are your feelings about working?

3) Have you ever worked?

4) What type of jobs have you had?

5) Did you like them?

6) If you could get a job, what type of work would you like to do?

7) Have you ever considered working? What did you consider doing?

8) What does a _____ do?

9) How much does he get paid?

10) What type of training and education do you need to be a _____?

11) Have you had that type of training and education?

Comments

TEN-HOUR TRAINING CYCLE - PRODUCTION STRATEGIES

Date	Time	Timer (T)	Code	Goal Setting (GS)	Code	Open Supv (OS)	Code	Environmental Factors (i.e., location, in shop, distractions, personal complaints, off-task behaviors, etc.)	No. prod./ Method (Code Met.)

Appendix 5

Coding Key:

+ = Succeeded

0 = Did not succeed

VP = Verbal prompt

PP = Physical prompt

T = Timer

GS = Goal setting

OS = Open sup'v.

FRUSTRATION TOLERANCE ASSESSMENT THROUGH OBSERVATION

Client_____ Date_____

Tasks Utilized_____

A. Decision Making

1. Task Chosen_____ 2. Time Involved in Decision Making _____

3. Client Reaction:

B. Switching Tasks

1st Switch: 1. Tasks Involved_____

2. Time Involved_____

3. Client Reaction:

2nd Switch: 1. Tasks Involved_____

2. Time Involved_____

3. Client Reaction:

C. Supervisory Intervention

PARTS RUN OUT

1st run out: 1. Task Involved_____

2. Time Involved_____

3. Client Reaction:

2nd run out: 1. Task Involved_____

2. Time Involved_____

3. Client Reaction:

FIRM SUPERVISION

1. Client reaction to negativism:
("You did this one wrong - do it again")

2. Client reaction to pressure:
("We need this work done quickly - work faster")

Appendix 6

CP#

INSTITUTE FOR THE STUDY OF MENTAL RETARDATION
AND RELATED DISABILITIES

The University of Michigan, 130 South First St., Ann Arbor, Michigan 48108

CONFIDENTIAL

CLINICAL SERVICES EVALUATION REPORT

LOCATION OF EVALUATION ISMRRD EVALUATION DATE June, 1977

DISCIPLINE Vocational Rehabilitation

Reason for Referral

is a 36 year old Down's Syndrome male who was referred to the VSE by the CMH Development Center for a vocational evaluation. His records indicate that he currently lives in a group home after 26 years of institutionalization. He has no academic skills, but is relatively independent in his adaptive functioning. His social skills are limited by poor receptive and expressive language which is complicated by a speech disorder. Development Center staff report is an even tempered cooperative man who is a reliable worker. He was extremely motivated and cooperative throughout the vocational evaluation.

Vocational Evaluation Objectives and Strategies:

1. To secure a complete history through interviewing the client and involved personnel, as well as reviewing the background material in the following areas. (see case summary)

   A. Familial/Social
   B. Medical
   C. Psychological
   D. Educational
   E. Vocational

2. To assess the client's motivation to work via interviews and behavioral observations in a simulated environment.

3. To acquire information relevant to the client's expressed vocational interest and sophistication. Vocational Interest and Sophistication Assessment (VISA) AAMD - Becker Reading Free Vocational Interest Inventory

4. To acquire baseline data on the following factors:

   A. Sensory — Bender Visual Motor Gestalt Test (BVMGT); Color Blind Screening; Haptic Visual Discrimination Test (HVDT)

NAME _____ B.D. _____ CP# _____

CASE COORDINATOR _____

REPORT BY _____

APPROVED BY SUPERVISOR OR PROGRAM DIRECTOR _____ DATE 6/23/77

ISMRRD Form #2.2.3

B. Motor Performance	McCarron Assessment of Neuromuscular Development (MAND)
C. Verbal-Cognitive	Peabody Picture Vocabulary Test
D. Functional Academics	Preacademic Screening

5. To acquire acquisition data while training the client to produce a complex assembly work sample. The Bendix R-2 Coaster Brake was utilized as the work sample.

6. To acquire information while produced the above work sample in a simulated work environment. Quality, quantity, and stability of production data was utilized.

7. To consolidate the above objectives and data to develop a habilitation prescription indicating factors to facilitate vocational development.

Vocational Motivation, Sophistication and Interest

During informal interviewing, expressed a desire to work, although he could not state a reason why he would like to do so. He relates that he has worked in the institution, as well as at the Development Center as a custodial aide, "cleaning hallways, washing shades and windows, and mopping." When asked what type of job he would like to do, said lawn service. Interestingly, the sophistication portion of the VISA corresponded to his interest in this area (farm/grounds).

His tested interests areas on the AAMD-Becker also corresponded to his present experience and stated interest areas i.e., highest tested interests were in the janitorial and horticultural areas. interests are appropriate to his current skill levels. During the production phase of the evaluation he demonstrated appropriate work behaviors and showed good motivation in performing the work task.

Baseline Factors

A. Sensory

was given an audiological screening on June 15, 1977 (see report in Master file). passed the color blind test and appears to have no other visual problems. In order to assess perceptual-motor functioning, was administered the Bender Visual Motor Gestalt Test as part of the psychology evaluation. (see psychology report).

performance on the Haptic Visual Discrimination Test indicates that his functioning in the areas of tactile-visual discrimination is slightly below sheltered workshop level adults. His score fell slightly below the 50% in the MDWES profile, suggesting that in order to effectively help acquire workshop tasks, special training techniques, such as task analysis, priming, modeling, and color-coding will be beneficial. It is interesting to note that performance improved towards the end of the test, perhaps indicating higher abilities with relaxation and comfort in performing the task. This orientation was also apparent in his performance during the 10 hour training cycle.

B. Motor Performance

In order to assess fine and gross motor ability, the McCarron Assessment of Neuromuscular Development was administered. performance on this assessment measure indicated an NDI of 79, a score slightly below that of the average sheltered workshop employee. His strengths were in those subtests which focus on persistent control, "rod slide" and "finger-to-nose." This persistance evidenced itself during the acquisition phase on the training task. lowest tested areas were fine motor related, "Beads in Box" and "Beads on Rod." Observation on performance on tasks requiring fine motor ability indicates that, through practice and appropriate teaching methods, he is able to improve his performance to a significant degree (see work production section). It does not appear that low formal test score in the motor area will be an obstacle to eventual adjustment to bench assembly tasks if appropriate methods of training and supervision are utilized.

C. Verbal Cognitive

has been administered a speech evaluation (see master file) and is currently in speech therapy. He was also administered a psychology evaluation on June 14, 1977. (see master file) According to his performance on the Peabody Picture Vocabulary Test, is functioning on a 4 year 8 month age level in the receptive language area. Observation of his receptive language ability while in the simulated production phase of the evaluation indicates that he can understand simple one component directions necessary for appropriate workshop functioning. As noted earlier his social interactions with peers are limited but he is capable of meeting the basic demands of verbal interaction (i.e., understands simple questions, reacts to basic commands.)

D. Basic Academics

Informal assessment indicates that has very limited academic skills, and is functioning on a readiness level in areas of math and reading. Although he can copy a few numbers and letters, at this time he is unable to write his name or recognize letters or numbers. He has minimal counting and money handling skills. also lacks basic skills in functional areas, such as utilizing a calendar, telling time, and so forth. He may be able to achieve basic functional skills, such as recognizing safety words, if he is given systematic instruction in this area.

Adaptive Behavior

is independent in basic self care skills. However, he cannot function independently in higher level skill areas, such as money handling and using public transportation. He requires a supervised living situation and is cooperative and relates well to his house-operators, supervisors, and peers.

Work Sample Acquisition

was trained to assemble the 14-piece Bendix R-2 Coaster Brake utilizing a task analysis procedure. During the acquisition phase, he was trained individually in 23 trials to a criterion performance of 6 out of 8 errorless assemblies. Total training time was just over 2 hours which corresponds to the mean established for moderately retarded adults. The majority of errors occurred in manipulation and discrimination, which correlates to the previously described diagnostic observations in these areas. However, was able to adapt himself to the task and was able to adequately compensate for his difficulties. Although did show fatique and complained of physical problems when working for more than a half hour at the task, he was motivated to learn and attended well throughout the training sessions.

Work Production Data

During the production phase of the assessment, worked in a simulated sheltered environment producing the previously learned R-2 coaster brake. He worked with 8 co-workers in a production environment which was established to control extraneous cues and distractions.

During the first ten hours of production, produced an average of 15 brakes per hour which is significantly below the established sheltered workshop criterion of 26 brakes per hour. Although is still producing at a low rate, he consistently improved over the 10 hour cycle. He began the cycle producing 9 brakes per hour and increased his rate at a gradual, though consistent pace. During the initial acquisition phase, produced one assembly in 7 minutes; by the end of the production phase, he was producing an assembly in 3 minutes. production continued to increase even as one-on-one supervision was faded. It is believed that production rate will continue to increase, although slowly. He is just now beginning to show signs of being comfortable with the task and is evidencing more tactile awareness and manipulation skills.

Work Adjustment Factors

During the production phase, demonstrated excellent sheltered workshop behavior. After an initial orientation to the task in the workshop setting, he was able to work well on his own with limited direction and supervision. He demonstrated appropriate attending skills, was well motivated, and stated that he enjoyed working. responds well to reinforcement and his performance on the task is easily heightened through priming and verbal encouragement.

Conclusions and Recommendations

According to diagnostic assessment information, work sample acquisition and production data, background information, and interests and motivation, he is a feasible client for work adjustment through the Vocational Services Component.

An analysis of vocational profile indicates the following strengths:

1. Good motivation - as demonstrated during task acquisition and subsequent production.
2. Willingness to relate to authority and accept supervision
3. Lack of any significant interfering work behaviors
4. Ability to acquire a bench assembly skill
5. Ability to work productively over a 6 hour day
6. Demonstrated interest in work task
7. Realistic image of self in terms of the vocational arena
8. Consistent performance and attention to task

difficulties which may interfere with rapid adjustment to a sheltered workshop include:

1. Inability to make judgements thus requiring structure, direction, and supervision.
2. Inexperience with tasks requiring fine motor skills and visual discriminations.
3. Initial low production rates requiring extensive reinforcement and familiarity with task.

A work adjustment program is recommended at this time to alleviate some difficulties may meet in a sheltered workshop setting, as well as to build on his strengths in order to facilite vocational training. An eight week work adjustment period is recommended. Following are recommended goals and objectives for the eight week period.

Goal: to meet sheltered workshop criterion on the R-2 Coaster brake assembly

Objectives: will produce 26 brakes per hour for 3-4 hours each day.

Goal: to increase ability to observe workshop rules without direction.

Objectives: 1. will observe all workshop rules without direction, after receiving instructions only at beginning of day. (as observed 3 out of 4 times)
2. will follow routine rules of the workshop without reminders. (80% of work day.)

Goal: to increase ability to rapidly acquire assembly skills.

Objectives: 1. will demonstrate the ability to follow a left to right sequence. (6 out of 8 times)
2. Upon learning a new task, will demonstrate the ability to move to next step of process without direction. (6 out of 8 times)
3. will acquire and demonstrate the ability to produce a new task, meeting sheltered workshop production criteria.

Goal: to foster ability to utilize minimal functional basic academic skills to facilitate his adjustment to work situations.

Objectives:
1. will demonstrate the ability to write his first name correctly.
2. will recognize the following basic functional words: Mens, Exit, Danger.
3. will demonstrate the ability to identify coins under $1.00. (correctly 6 out of 8 times; not coin values)
4. will demonstrate the ability to recognize numbers 1-12. (6 out of 8 times correctly)
5. will demonstrate the ability to utilize a simple vending machine without supervision.

Goal: to foster self-concept through counseling.

Objectives:
1. will demonstrate the ability to state two things he is capable of doing well.
2. will be able to state two qualities of a productive worker.

Goal: will be trained to criterion on lawn equipment (driving mower and weed eater)

Objectives: established by training staff

should be assigned a case-coordinator who will monitor and facilitate his eight week work adjustment period.

Following the eight week work adjustment program, it is recommended that a staffing is held to review vocational status. The following personnel should be present at the staffing: Vocational Rehabilitation Counselor, Project Director, ISMRRD evaluation and training staff. Development Center representative. It is recommended that receive relevant information relating to his vocational status, either at the staffing or at a later date through the case-coordinator.

CASE STUDY

GENERAL BACKGROUND

John is a 36-year-old Down's Syndrome male who was referred to the VSE by the CMH Development Center for a vocational evaluation. His records indicate that he currently lives in a group home after 26 years of institutionalization. He has not academic skills, but is relatively independent in his adaptive functioning. His social skills are limited by poor receptive and expressive language which is further complicated by a speech disorder. Development Center staff report John is an even tempered cooperative man who is a reliable worker. He was extremely motivated and cooperative throughout the vocational evaluation.

DIAGNOSTIC TESTING

John was administered a series of formal tests to ascertain a baseline on his performance in such areas as: verbal/cognitive; sensory; gross and fine motor; and emoticnal adjustment. The formal tests corroborated the referral source's description of John. His IQ tested at 47 while his performance in the sensory and motor areas placed him at the work-activity level.[1] However, the formal testing found John emotional stability to be his strongest assest.

WORK SAMPLE TRAINING AND PRODUCTION TRAINING

Following the model presented in the text, John was trained and subsequently produced the 14-piece Bendix R-2 Coaster Brake Assembly. Training was completed in 2 days of four sessions. It was performed in isolation

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[1]McCarron, L. and Dial, J. McCarron-Dial Work Evaluation System. Dallas: Common Market Enterprises, 1975.

utilizing a task analysis approach. Trials were timed and errors coded according to order, manipulation, and discrimination. John completed the acquisition phase of the cycle in 23 trials, with a corresponding training time of 132'03". His average assembly time during acquisition was 5'44", while his average time to criterion ($6/_8$ errorless trials) was 4'11". His training time meets the mean established for moderately retarded adults.[2] In total, John made 84 errors: 59 manipulation errors; 22 discrimination errors; and 3 order errors. (See Figure 1) The distribution of John's errors correlates to the diagnostic observations made during formal testing in the motor and sensory areas. As can be seen from the training sheet, by the sixth trial, John was beginning to compensate for his difficulties and adapt to the task. The extremely low number of order errors (3) corresponds with John's tested high scores in emotional stability.[3] Although John did show fatigue and complained of physical problems when working for longer than a $1/_2$ hour interval at the task, he was motivated to learn and attended well throughout the training sessions.

PRODUCTION: SPEED TRIALS

During the production phase of the assessment, John worked in a simulated sheltered environment producing the previously learned R-2 coaster brake. He

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[2]Gold, M.W. Stimulus factors in skill training of retarded adolescents on a complex assembly task: Acquisition, Transfer and retention. American Journal of Mental Deficiency, 76, 1972, 517-526.

[3]Abelson, S.A. Leroy, B. and Dugan, C.L. "A comparison of vocational evaluation techniques between MR clients with schizophrenia, non-psychotic behavior problems, and uncomplicated retardation." 1977, Presented at AAMD Meeting, New Orleans.

worked with 8 co-workers in a production environment which was established to control extraneous cues and distractions.

As can be seen from figure 2, John's production increased very slowly during speed trials. The sixth and seventh half hours of this phase of the cycle were completed in the late afternoon, leading the evaluator to attribute fatigue to his low performance. Conversely the eight $1/2$ hour was completed in the morning with a concomitant high production. John's assembly time on his first bicycle brake at the beginning of the speed trial phase was 5'03". By the 55th trial or the end of this phase Ted was producing one assembly in 3'20".

The major strategies used by the trainer to increase John's assembly speed were: physical priming; modeling; positive verbal reinforcement; and goal setting. John responded positively to all intervention strategies though verbal reinforcement, priming, and goal setting were most successful due to the concreteness of these methodologies.

PRODUCTION: FADED SUPERVISION

John's supervision was quickly reduced to positive verbal reinforcement once every 15' and data collection and feedback once every $1/2$ hour. He was able to work well with limited direction, attended well to the task and demonstrated no off-task behavior. John adjusted quickly to the simulated workshop and was not easily distracted by either his co-workers or events in the environment. His production (figure 2) showed no significant increase during these 4 hours, though it did stabilize. John's assembly speed on his 100th trial, or midway through the 4 hours of faded supervision, was 2'45". The afternoon fatigue faded as John became adjusted to a work routine. By the end of the 10 hour cycle, John was just starting to show signs of being comfortable with the task and was evidencing more tactile awareness and manipulation skills. His steady decrease in time per assembly is concrete proof of his growing familiarity with the task.

FOLLOW-UP

Based on John's slow, though consistent work performance during the 10 hour cycle, he was recommended for a work adjustment program. The program was designed to improve John's academic functioning, self-concept and particularly to increase his work skills and production speed. The bicycle brake was utilized during the work adjustment period, so that staff could focus on previously mentioned areas without unnecessary task acquisition training. At the end of the 8 week period, John was producing the acquisition training. At the end of the 8 week period, John was producing the BB assembly at a consistent rate of 26 units/hour. John's on-task behavior during the same period was 98.3%. This high degree of on-task behavior emphasizes John's motivation towards work as well as his lack of any interfering behaviors.

DISCUSSION

Under a more traditional, predictive, vocational evaluation system, a client like John would have been deemed non-feasible for gainful employment. However, under a prescriptive approach, the formal diagnostic tests and work sample training and production all blend together to form a composite picture of John's strengths and weaknesses in order to determine what methodologies will help him to become a successful worker. Just within the past few years, vocational evaluators have begun to assume responsibility for a client's success in an assessment situation including the learning of a task. No longer is it acceptable to say the client is not a feasible candidate for employment. What has to be said and acknowledged is what a trainer/evaluator must do to help this client become a successful worker. The task analysis and training procedures used by the VSC insure the client will successfully learn the task. In addition, highly structured procedures and expectations during simulated production help the client to realize his role and duties in the vocational arena.

arena.

Although it has been proven that this population can be trained on a task, meeting sheltered workshop production rates is a further issue that needs to be addressed. A vocational rehabilitation plan allows for client evaluation and an extended work adjustment period. Traditionally, this population has not been allowed an extended work adjustment period because employment did not appear as a feasible outcome of such a financial undertaking. However, as can be seen with John, at the conclusion of an 8 week, highly structured work adjustment period, John was performing at a sheltered rate on the BB assembly with minimal off-task behavior. The need for client advocacy in dealing with agencies who control the financial opportunities for this population on the part of professionals, families, and concerned others is apparent. The positive client-centered approach develops the client's image of himself as a worthwhile worker and human being. We have found that clients, such as John, will come to a new task with heightened confidence and an eagerness to learn.

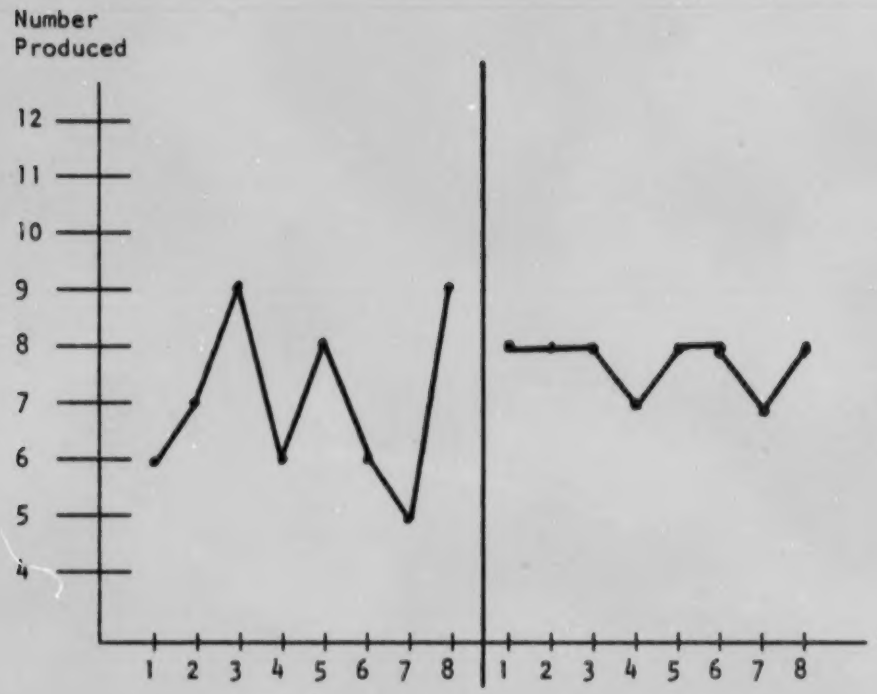
VOCATIONAL SERVICES EXPANSION PROJECT
Bendix R-2 Coaster Brake Task Analysis
Training Sheet

Date 6/13
Trainer
Client John

Trial	Date	axle	expandr	stop	bearing	cap	arm	seat	nut	release	hub	sub	shoe	shoe	pickup	insert	seat	hold	over	hold	bearing	drive	bearing	cone	seat	disc.	order	manip.	total er	Time
1	6/13	M		M				M					M	M	M	M	M	M	M	M		D		D		2	-	11	13	6'20"
2		M		D		M		M				D	M	M	M	M	M	M	M	M		D		D		4	-	11	15	7'00"
3				D				M				D		M	O	M	M	M	M	M		D		D		4	1	7	12	5'15"
4								M	M			D	M	M				M		M		D		D		3	-	6	9	5'15"
5								M			D						M					D			M	2	-	3	5	4'55"
6						M			M																	-	-	2	2	4'10"
7	10' brk.										D	D					M									2	-	1	3	7'05"
8						M					D						M					M				1	-	3	4	5'02"
9								M									M							D		1	-	2	3	5'40"
10																	M									-	-	1	1	6'00"
11											D						M							D		2	-	1	3	6'05"
12	6/14							M							O		M	M						D		1	1	3	5	7'10"
13																	M	M								-	-	2	2	6'20"
14									M								M									-	-	2	2	6'20"
15									M								M									-	-	2	2	6'05"
16															O											-	1	-	1	6'30"
17									M								M									-	-	2	2	6'40"
18																										-	-	-	0	5'00"
19	5' brk.																									-	-	-	0	6'00"
20	3:0																									-	-	-	0	4'30"
21																										-	-	-	0	5'00"
22																										-	-	-	0	5'10"
23																										-	-	-	0	4'30"

36

Bicycle Brake Production



4 hours 4 hours

Data collected at 1/2 hour intervals

Appendix 8

CASE STUDY

GENERAL BACKGROUND

Beth is a 28-year-old woman with moderate mental retardation associated with Down's Syndrome. In addition, she has a congenital heart problem, a conductive hearing loss and speech problems. She currently lives in a group home after 14 years of institutionalization. She has good self-care skills and appears to be making a satisfactory social adjustment to her living situation, though she still displays emotional mood swings. Beth has expressed a desire for vocational training and is highly recommended by her referral source, the Community Mental Health Development Center.

DIAGNOSTIC TESTING

Beth was administered a series of formal tests to ascertain a baseline on her performance in such areas as: verbal/cognitive (WAIS, Peabody Picture Voc. Test); sensory (Haptic Visual Discrimination Test); gross and fine motor (MAND); and emotional adjustment (OEI, and testing). Her tested IQ of 41 and her performance in the fine and gross motor areas predicted Beth's abilities to lie in the work activity range. In addition, formal testing also found Beth's strengths to be in the emotional and sensory areas. Test scores in these areas predicted Beth's abilities in the extended sheltered environment bordering on transitional/community employment.[1]

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[1]McCarron, L. and Dial, J. McCarron-Dial Work Evaluation System. Dallas: Common Market Enterprises, 1975.

WORK SAMPLE TRAINING AND PRODUCTION TRAINING

Beth was trained on and subsequently produced the 14 piece Bendix R-2 Coaster Brake Assembly. Training was performed in isolation utilizing a task analysis approach. Trials were timed and errors coded according to order, manipulation, and discrimination. Beth completed the acquisition phase in one training session of 19 trials with a corresponding total time to criterion of 50'39". Her average assembly time during acquisition was 2'39", while her average time to criterion ($6/_8$ errorless trials) was 1'47". Her training time fell significantly below the mean of 2 hours established for moderately retarded adults.[2] In total, Beth made 26 errors: 14 manipulation errors; 8 discrimination errors; and 4 order errors. (see figure 1). The low number of errors speaks to Beth's excellent attending skills and high motivation to learn the task. Following Beth's low motor scores on formal testing, the low number of manipulation errors is interesting. Of particular interest, however, is the fact that by the third trial, Beth was making few to no errors.

Although more research is needed, the project has found a correlation between high haptic scores and time to criterion on work sample training: good visual/motor integration being the important variable.

PRODUCTION: SPEED TRIALS

During the production of the assessment, Beth worked in a simulated sheltered environment producing the previously R-2 coaster brake. She worked with 8 co-workers in a production environment which was established to control extraneous cues and distractions.

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[2]Gold, M.W. Stimulus factors in skill training of retarded adolescents on a complex assembly task: Acquisition, Transfer and retention. American Journal of Mental Deficiency, 76, 1972, 517-526.

As can be seen from figure 2, Beth's production remained relatively stable throughout the speed trial phase, though it did fluctuate with apparent and voiced fatigue. The average sheltered workshop rate for BB assembly is 26 units/hour; normal production being 52 units/hour. Beth's production fell slightly above sheltered rates. In general, she responded well to supervisory strategies (physical priming; modeling; verbal reinforcement; and goal setting). The two strategies which were most beneficial were goal setting and verbal reinforcement.

PRODUCTION: FADED SUPERVISION

Supervision was quickly reduced to positive verbal reinforcement once every 15' and data collection and feedback once every $1/_2$ hour.

She was able to work well with limited direction and attended well to the task, although she did frequently complain of physical fatigue. Interestingly, the physical complaints did not seem to interfere with her production (figure 2), except in the 7th hour which represents the last hour of the work day. During the 8th hour Beth was producing at 67% of normal production with no off-task behavior.

DISCUSSION

Beth's immediate and impressive success in work sample training and production emphasizes the value of a prescriptive assessment over a predictive one. From the formal diagnostic testing, Beth would have been deemed non-feasible for gainful employment, justifiably siting poor verbal/cognitive and motor abilities. However, this project contends that lack of experience in tactile manipulations, poor training strategies, and lack of consistent worker expectations have allowed many clients to remain unsuccessful in the past. The prescriptive assessment approach uses formal tests as a baseline on the client's current functioning, in order to outline a habilitation plan which focuses on the client's strengths and utilizes them to overcome her weaknesses.

Beth's low fine motor scores did not, as would be traditionally assumed, indicatepoor motor abilities but rather her lack of any experience in fine motor manipulations. Her rapid training and high production rates speak to Beth's ability to learn when presented with consistent training methods and work expectations.

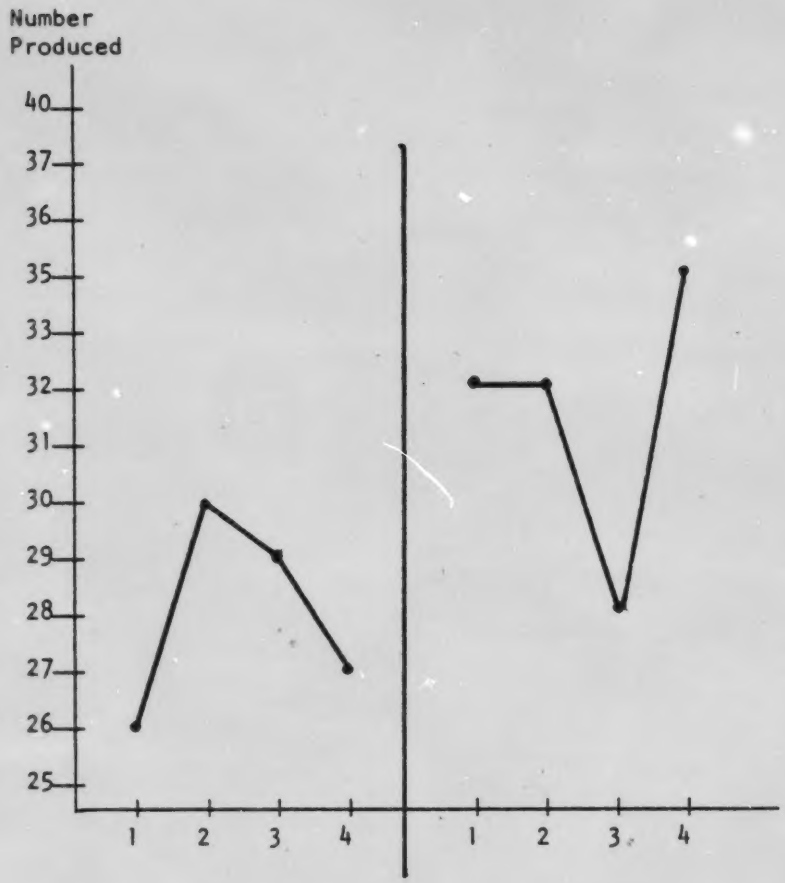
No longer can this population be labeled non-feasible through the utilization of predictive assessment measures. It has been conclusively proven through both this project and other such projects (See Literature Review) that this population is both trainable and productive.

VOCATIONAL SERVICES EXPANSION PROJECT
Bendix R-2 Coaster Brake Task Analysis
Training Sheet

Date _____
Trainer _____
Client Bolk

Trial	Date	axle	expandr	stop	bearing	cap	arm	seat	nut	release	hub	sub	shoe	shoe	pickup	insert	seat	hold	over	hold	bearing	drive	bearing	cone	seat	disc.	order	manip.	total er	Time
1			M					M			O			M O		M						M				-	2	5	7	4'35"
2				M		M				M		D		M				M								1		5	6	3'30"
3					D							O		M									D	D		3	1	1	5	4'20"
4																										-	-	-	0	2'43"
5											D															1	-	-	1	3'00"
6																						M				-	-	1	1	3'32"
7			D					M									M									1	-	2	3	3'20"
8				D																						1	-	-	1	3'08"
9																										-	-	-	0	2'50"
10																										-	-	-	0	2'43"
11																										-	-	-	0	1'38"
12																						D				1	-	-	1	2'00"
13																										-	-	-	0	2'35"
14																										-	-	-	0	2'00"
15																										-	-	-	0	2'02"
16																										-	-	-	0	1'30"
17																										-	-	-	0	1'40"
18																										-	-	-	0	1'50"
19																										-	-	-	0	1'43"
20	42																													43
21																														
22																														
23																														

BICYCLE BRAKE PRODUCTION



Speed Trials — 4 hours

Faded Supervision — 4 hours

Data collected at 1 hour intervals

Appendix 9

Client Progress (Individual Supervision Plan)

Client Mary X CP# 1000-77

Staff SPäth Area: Production

date: 8.31.77
Terminal Goal: Mary will work without talking of 1 hour.

date: 8.1.77
Present Behavior: Mary has been observed to talk 6x in a 15 minute interval.

OBJECTIVES	METHODS	ST
1. Mary will work quietly for 15 minutes during each hour of work: 9⁰⁰ 10⁰⁰ 11⁰⁰ 1⁰⁰ + 2⁰⁰, as observed on Thursday	1.A.1-1 discussion before work with Barbara 1.B. timer - followed by + verbal reinforcement if successful [✓ - worked without talking; X - talked]	A 8
	9⁰⁰ M: X T: ✓ W: ✓ Th: ✓ 10⁰⁰ M: ✓ T: X W: ✓ Th: ✓ 11⁰⁰ M: X T: ✓ W: X Th: ✓ 1⁰⁰ M: ✓ T: ✓ W: ✓ Th: ✓ 2⁰⁰ M: ✓ T: ✓ W: ✓ Th: ✓	A 8.(
2. Mary will work quietly for 30 minutes during each hour of work: 9⁰⁰ 10⁰⁰ 11⁰⁰ 1⁰⁰ + 2⁰⁰, as observed on Thursday	2.A.1-1 discussion before work with Barbara 2.B. timer - followed by + verbal reinforcement if successful	A 8.2
	9⁰⁰ M: X T: X W: X Th: X 10⁰⁰ M: X T: ✓ W: X Th: X 11⁰⁰ M: ✓ T: ✓ W: ✓ Th: ✓ 1⁰⁰ M: X T: X W: ✓ Th: X 2⁰⁰ M: X T: X W: X Th: X	P 8.1

TASK ANALYSIS (What the learner does)

Client _____

Trainer _____

DATE	TRIAL NUMBER																													ORDER	DISCRIM	MANIP	TOTAL ERR	TIME (sec)
	1																																	
	2																																	
	3																																	
	4																																	
	5																																	
	6																																	
	7																																	
	8																																	
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	11																																	
	12																																	
	13																																	
	14																																	
	15																																	
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	17																																	
	18																																	
	19																																	

Appendix 10

Appendix 11

TASK ANALYSIS

TASK: Bendix RX 70 Bicycle Brake Assembly

ANALYZED BY: Susan Backus Potter

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

manipulations	discriminations
1. pick up axle with ND hand using pincer grasp	
2. hold axle in ND hand using full grasp	2. bottom half; perpendicular to table; thumb up
3. pick up expander with D hand using pincer grasp	
4. place expander on top end of axle	4. square up
5. start expander down axle by turning with thumb and index finger of D hand	5. 2 half turns clockwise; fingers on outer rim
6. place base of palm of D hand on expander	6. hand open; thumb up; place on same side of expander as D hand
7. pull D hand towards body	7. until expander does not touch fingertips
8. repeat steps 6 and 7	8. expander is 2" from top of axle
9. pick up large bearing with D hand pincer grasp	9. smooth side up; fingers on outer edge and opposite sides of rim

manipulations	discriminations
10. place large bearing over axle and expander and push down	10. balls touch bottom edge of expander
11. pick up cap with D hand pincer grasp	11. small end up; fingers on outer rim and opposite sides of rim
12. place cap over axle and expander and push down	12. square of expander is visible through top of cap
13. pick up arm with D hand pincer grasp grasp	13. writing up; square towards ND side; 4 fingers on bottom
14. place square opening of arm over axle and onto square of expander	14. no spaces between opening and square
15. move ND thumb and index finger to rim of arm and hold down	15. index finger on side away from body; thumb on side towards body
16. release D hand from arm	16.
17. pick up nut with D hand pincer grasp	17. index and thumb on outer edge and opposite sides of nut
18. place opening of nut on top of axle	18. nut is horizontal
19. start nut down axle by turning with thumb and index finger of D hand	19. 2 half turns clockwise; fingers on outer edge
20. place index finger of D hand on nut	20. hand open; thumb up; finger on same side of nut as D hand
21. pull D index finger towards body	21. until nut does not touch fingertip
22. turn nut clockwise with D index finger and thumb	22. fingers on opposite sides of nut; hand-tight
23. with ND hand, place completed half of assembly on table	23. on table in front of ND hand
24. pick up hub with full grasp of ND hand	24. larger opening up; hand around cylinder; thumb up; base of ND hand on table

manipulations	discriminations
25. pick up sub with D hand pincer grasp	25. notches up; fingers on opposite sides and outer edge of sub
26. drop sub into hub	26. sub is horizontal and at the bottom of hub opening
27. pick up shoe with D hand pincer grasp	27. thumb on long smooth side; index finger on long grooved side; smooth side faces ND hand
28. place shoe inside hub between outer edge of sub and inner edge of hub	28. notches are not covered
29. with D index finger move shoe to fit evenly	29. shoe is 1/2" below rim of hub
30. repeat step 27	
31. repeat step 28	
32. repeat step 29	32. two shoes in place
33. transfer hub to full grasp of D hand	33. hand around cylinder; thumb up; D forearm resting on edge of table
34. with 3 jaw chuck of ND hand, pick up first half of assembly	34. fingers on top of axle; axle vertical
35. insert first half of assembly into sub	35. bottom of axle enters top of sub; bearings touch rim of sub.
36. seat first half of assembly by turning arm one revolution with ND index and middle finger	36. 360° clockwise; fingertips on outer edge of arm; bottom edge of cap touches rim of sub
37. hold assembly with ND hand	37. thumb on bottom of sub; index and middle fingers on each side of axle and on top of nut

manipulations	discriminations
38. release D hand	38. not touching assembly
39. turn ND hand 180°	39. thumb on top; axle resting on table
40. pick up large bearing with D hand pincer grasp	40. smooth side up; fingers on outer edge and opposite sides of rim
41. with D hand, place large bearing over axle and inside hub rim	41. bearing is seated and horizontal
42. pick up drive with D hand pincer grasp	42. big side up; fingers on outer edge and opposite sides of top half
43. with D hand, place drive over axle and inside large bearing	43.
44. with D hand pincer grasp, turn drive to tighten	44. clockwise; until base of top half of drive touches large bearing
45. with D hand pincer grasp, pick up small bearing	45. smooth side up; fingers on outer edge and opposite sides of rim
46. with D hand, place small bearing over axle and inside drive	46. bearing is seated and horizontal
47. with D hand pincer grasp, pick up cone	47. nut is up; fingers on opposite sides and outside edges of cone
48. place opening of cone on top of axle with D hand	48. cone is horizontal
49. start cone down axle by turning with thumb and index finger of D hand	49. 2 half turns; clockwise; fingers on outer edge
50. place index finger of D hand on cone	50. hand open; thumb up; finger on same side of cone as D hand

manipulations	discriminations
51. pull D index finger towards body	51. until cone does not touch fingertip
52. turn cone clockwise with D index finger and thumb	52. fingers on opposite sides of cone; hand-tight
53. with D hand full grasp, place completed assembly in board	53. axle in hole, arm down
54. with D index finger, depress counter	54. once

Appendix 11

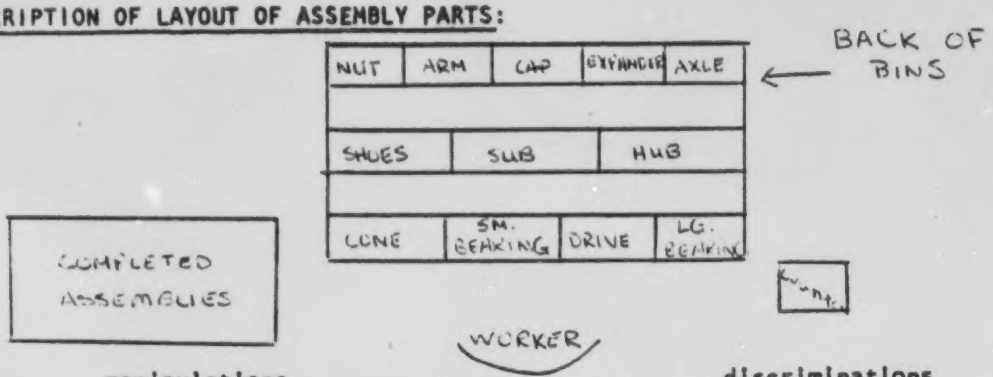
TASK ANALYSIS

TASK: Bendix RX 70 Bicycle Brake Disassembly

ANALYZED BY: Susan Backus Potter

DATE: June, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. Pick up assembly with full grasp of left hand	arm down
2. with pincer grasp of right hand, turn cone counter-clockwise	1 turn
3. place right index finger on cone	left side of cone; thumb down
4. pull index finger towards body	2"
5. repeat #4	cone is free
6. hold cone in 3 jaw chuck of right hand	
7. place cone in bin	bottom row; left corner bin
8. hold right hand flat with finger together	palm up
9. rotate left hand over right hand clockwise 180°	small bearing in right hand
10. grasp small bearing in palm of right hand with middle, ring, and little fingers	
11. hold drive in pincer grasp of right hand	outer edge of drive
12. turn drive counter clockwise	2 turns
13. rotate left hand over right hand clockwise 180°	drive and large bearing do not touch axle

manipulations	discriminations
14. move right hand to bin	bottom row, right corner
15. release large bearing	in bin
17. move right hand directly over bin	bottom row; 2nd from right
18. release drive	in bin
19. move right hand directly over bin	bottom row; 2nd from left
20. release small bearing	in bin
21. rotate left hand clockwise 180°	arm up
22. with full grasp of right hand hold hub	
23. move left hand to arm assembly	
24. left arm assembly up	free of hub
25. place arm assembly on table	2" - 6" to left of worker's midline
26. hold left hand flat with fingers together	palm up
27. rotate right hand over left hand counter-clockwise 180°	sub and shoes in left hand
28. move left hand directly over bin	middle row; 2nd from left bin
29. release sub	in bin
30. move left hand directly over bin	middle row; left bin
31. release shoes	in bin
32. move right hand directly over bin	middle row; right bin
33. release hub	in bin
34. hold axle in left hand	arm up
35. with pincer grasp of right hand, turn nut counter clockwise	1 turn
36. place index finger on nut	left side of nut; thumb down
37. pull index finger towards body	2"
38. repeat #37	nut is free
39. hold nut in palm of right hand with middle, ring, and little fingers	

manipulations	discriminations
40. with pincer grasp of right hand, hold cap and arm	back of hand is up; hold on outer edge
41. move right hand up	4" or so that cap and arm are free of axle
42. move right hand directly over bin	top row;middle bin
43. release cap	in bin
44. move right hand directly over bin	top row; 2nd from left bin
45. release arm	in bin
46. move right hand directly over bin	top row;left bin
47. release nut	in bin
48. with 3 jaw chuck of right hand, grasp large bearing	on rim
49. move right hand up	5" or so that large bearing is free of axle
50. move right hand directly over bin	bottom row; right hand bin
51. release bearing	in bin
52. place base of palm of right hand on expander	hand flat;thumb down;left side of expander
53. move hand towards body	2"
59. repeat	expander free of axle
60. hold expander in 3 jaw chuck with right hand	
61. move right hand directly over bin	top row; 2nd from right
62. release expander	in bin
63. move left hand directly over bin	top row;right side
64. release axle	in bin
65. with index finger of right hand depress counter.	once

Appendix 12

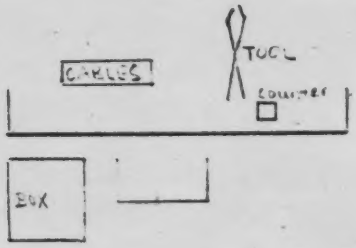
TASK ANALYSIS

TASK: In-put Cable: Subtask 1 - Wire Stripping

ANALYZED BY: Sue Isbell

DATE: 8/3/77

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. with full grasp of non-dominant hand, hold one cable	exposed end toward dominant side
2. using dominant hand and pincer grasp, move one black pair towards worker	pair is nearest worker
3. release pair	
4. with dominant hand, pick up and hold stripping tool	blades vertical; hand open; blades at black wire
5. with non-dominant hand, move cable	so that black wire is between blades
6. seat black wire in tool	wire in the "V"
7. adjust length of wire to be stripped by moving tool to left or right	1/8" of wire is in "V"
8. Squeeze handles of tool together with dominant hand	handles together; until handles stop
9. pull cable towards non-dominant side with non-dominant hand	wire not touching tool
10-14 Repeat steps 5 - 9 for the colored wire	
15. place stripping tool on table	6" to right of midline
16. grasp cable with 3 jaw chuck using dominant hand	exposed end of cable

manipulations	discriminations
17. rotate dominant hand clockwise	so that cable turns approximately 1/16"
18-138 Repeat from step 2, 8 times	
139. check	all wires stripped
140. fix (repeat from step 2)	
141. place cable in box using non-dominant hand	
142. with index finger of dominant hand, depress counter	once

Appendix 12

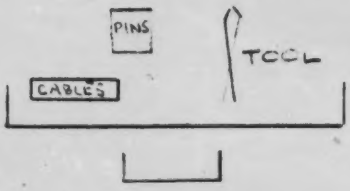
TASK ANALYSIS

TASK: Input Cable: Subtask 2 - Wire crimping

ANALYZED BY: Sue Isbell/Susan Potter

DATE: 9/6/77

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. pick up tool in dominant hand using full grasp	"head" up; colored dots facing worker; hand open
2. using non-dominant hand and pincer grasp, pick up and hold one pin	fingers on stem; "V" towards worker
3. insert pin in tool	behind tool
4. seat pin in tool	"U" up; on ridge; left side of tool
5. squeeze dominant hand together	one click; pin is lodged
6. using non-dominant hand and pincer grasp, pick up and hold one wire from the cable	stripped end of wire is toward dominant side
7. insert wire into pin opening	end of insulation touches pin; exposed wires are inside pin
8. squeeze dominant hand together	handles of tool together; 7 clicks
9. release non-dominant hand from wire	
10. place non-dominant hand on tool with full grasp	thumb to left
11. squeeze fingers of both hands together	handles together until they stop
12. release grip	handles open
13. with pincer grasp and non-dominant hand, remove wire from tool	from the front

manipulations	discriminations
14. check	pin at insulation
15-204 repeat 2-14, 17 times more	all wires are crimped

Appendix 12

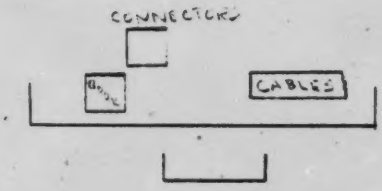
TASK ANALYSIS

TASK: Input Cable: Subtask 3-wire Stuffing

ANALYZED BY: Thayer Merriam

DATE: August, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. hold cable in full grasp of dominant hand	exposed end of cable toward non-dominant side; fingers on grey insulatio
2. with non-dominant hand, turn to page 1 of pattern book	
3. using pincer grasp of non-dominant hand, hold pin of 1 wire	wire specified on page 1
4. move wire away from cable	1/2" - 1"
5. move index and thumb of dominant hand to base of pin	wire specified on page 1
6. with non-dominant pincer grasp, hold connector	wide black side up; index finger flat across top; thumb extends across bottom
7. insert pin into connector	hole identified on page one; to red dot
8. push connector and pin together	until it clicks; pin not visible
9-111. Repeat steps 2-8, 17 times more	all pins are in connector

Appendix 12

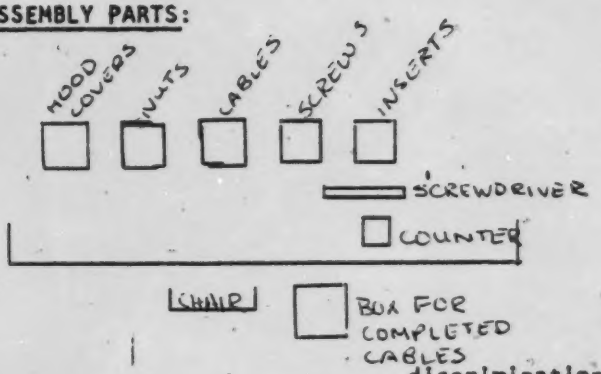
TASK ANALYSIS

TASK: Input Cable: Subtask 4 - Finishing

ANALYZED BY: Jay Granat

DATE: September, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. pick up hood cover in non-dominant hand	cable opening in upper right hand corner; letters "AMP" face up
2. place hood cover on table and hold	index finger across top; thumb along bottom; holes for screws are exposed
3. pick up one screw with dominant hand using pincer grasp	head up
4. place screw in hole 1	head up
5. turn screw clockwise with dominant hand	screw does not move
6. release screw	hand is 4" from assembly
7. pick up second screw with dominant hand	head up
8. place screw in hole 2	head up
9. turn screw clockwise with dominant hand	screw does not move
10. release screw	hand is 4" from assembly
11. with non-dominant hand, open and turn hood cover 180°	bottom of screws are in lower right hand corner; AMP faces table
12. pick up insert in dominant hand using pincer grasp	90° corner is in lower right corner
13. place insert in slot above arrow in right side of hood cover	bottom of insert touches bottom of hood cover; insert clicks when in place.

manipulations	discriminations
14. release insert	dominant hand is 4" from assembly
15. pick up headless screw in dominant hand using pincer grasp	point up
16. release non-dominant hand	hand is 4" from assembly
17. pick up nut with non-dominant hand using pincer grasp	hole is exposed
18. place nut on top of screw	screw in hole; nut perpendicular to screw
19. with non-dominant hand spin nut clockwise	until nut is flush with tip of screw
20. release nut from non-dominant hand	hand is 4" from assembly
21. with non-dominant hand, hold hood cover	thumb on bottom; index finger on top
22. with pincer grasp and dominant hand, place edge of nut in space to the left of the insert	pointed end of screw faces insert; slot faces center of assembly
23. release both hands	both hands are 4" from assembly
24. pick up cable and connector; dominant hand holds connector; non-dominant hand holds cable	wires face client; connector is in horizontal position
25. dominant hand inserts connector in upper left side of hinge in horizontal indentation	writing on connector is up; lip of hinges grasps edge of connector
26. gray cable is placed through simi-circle in lower left corner of left hinge with non-dominant hand	simi-circle is bordered by pins on either side; cable is seated smoothly in semi-circle
27. move index finger of non-dominant hand to hold connector while thumb holds cable	index on gold bar; thumb on cable below hood cover
28. dominant hand releases connector	

manipulations	discriminations
29. dominant hand grasps right side of hood cover with thumb and index finger	thumb is on bottom; index finger is on side of cover
30. dominant hand lifts and folds right hinge from right to left	right to left 180°
31. dominant hand applies pressure in center of hood cover	right hinge touches left hinge
32. index finger and thumb of non-dominant hand move to apply downward pressure on hood cover	index finger at top; thumb at bottom; right hinge touches left hinge
33. with full grasp and dominant hand, place screwdriver in screwhead	handle up; seated
34. turn screwdriver clockwise	until tight
35. lift screwdriver from head	1" above assembly
36-38. repeat steps 33-5 for second screw	
39. dominant hand releases screwdriver and places on table	6" to right of assembly
40. non-dominant hand releases hood cover	hand is 4" from assembly
41. dominant hand grasps, lifts, and rotates assembly clockwise 90°	assembly sits on edge; headless screw is up
42. with non-dominant hand hold assembly firmly	thumb on left; 4 fingers on right; assembly does not move
43. with full grasp and dominant hand, place screwdriver in slot	handle up; seated
44. turn screwdriver clockwise	screw does not move; head is 1/4" in side hole
45. place screwdriver on table	screwdriver is 6" to right of assembly
46. place completed assembly in box	
47. with index finger of dominant hand, depress 47 once counter	

Appendix 13

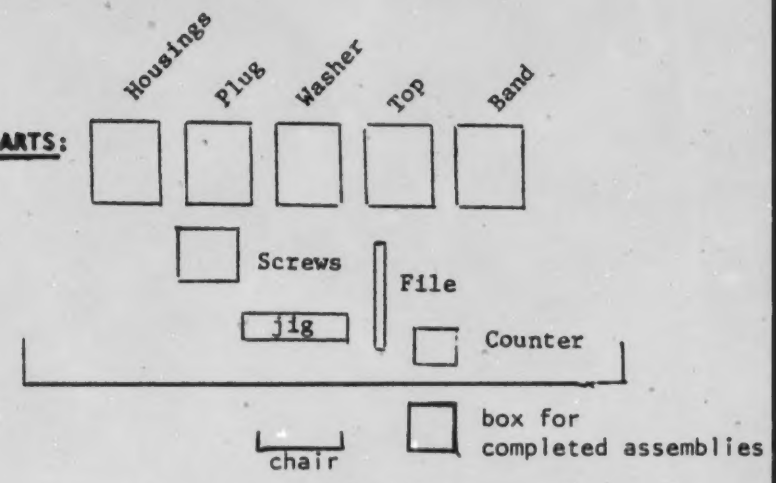
TASK ANALYSIS

TASK: Bullwinkle

ANALYZED BY: Sandra Wilson

DATE: February 15, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. pick up housing with non-dominant hand	
2. place housing in jig using 2 hands	antlers away; open side up
3. pick up file with dominant hand using 3 jaw chuck	
4. hold file in dominant hand	flat surface horizontal to table
5. place file on flat surface of housing between 1st and 2nd hole to left of right antler	middle of flat surface of file; flat surface of housing surface; between 1st and 2nd hole to left of right antler
6. push file away from client's body	2"
7. pull file toward client's body	2"
8. push file away from client's body	2"
9. pull file toward client's body	2"
10. place file on table	on side corresponding to dominant hand
11. pick up plug with non-dominant hand	
12. hold plug with thumb and third finger	hold halfway up stem; round end up
13. pick up washer with dominant hand	

manipulations	discriminations
14. hold washer with thumb and index finger of dominant hand	ridge up; ridge toward index finger; index finger on top
15. hold washer behind round end of plug	washer perpendicular to plug end; half of hole in washer is behind plug end; half of hole in washer is behind plug top; thumb of dominant hand touches plug top
16. hold index finger of non-dominant hand on washer	finger on bottom half of washer
17. pull washer toward body and down with dominant hand, pulling first slightly to the left, then slightly to the right so washer hole is stretched over plug top into groove, then release washer with both hands so it contracts into groove	in groove
18. insert washer/plug assembly inside housing with non-dominant hand	left hole inside housing
19. pick up one top with non-dominant hand	one
20. place top on table	2" to the left of jig; horizontal, 2" from the edge of table; deep lip up; hole end to the left
21. pick up band with dominant hand using pincer grasp	
22. grasp with non-dominant hand at opposite end	hold opposite end
23. place band on top using both hands	outside of wide edge
24. hold top with thumb and middle finger of non-dominant hand	fingers touch opposite screw holes furthest to non-dominant side

manipulations	discriminations
25. put index finger of dominant hand on band	on band at hole furthest to side of dominant hand
26. slide index finger over band in a clockwise direction	once around
27. turn top over with one and/or both hands	narrow lip up
28. place dominant hand on top using thumb and 3rd finger	fingers on opposite screw holes furthest to dominant side
29. place top on housing	large hole to the left
30. push top down using palms of both hands	band inside housing
31. pick up one screw with thumb and index finger of non-dominant hand	head up
32. place screw in 1st hole	right hole closest to right antler
33. pick up one screw with thumb and index finger of non-dominant hand	head up
34. place screw in 2nd hole	hole in opposite corner to first screw
35. hold screwdriver in dominant hand using a gross grasp with thumb on lever	
36. place thumb and index finger on non-dominant hand on bit of screwdriver	fingers on bit of screwdriver are half way up
37. place bit in grooves of first screw	
38. release non-dominant hand from bit	
39. push lever in with thumb	in
40. push screwdriver down	down; until screw does not turn
41. place bit in grooves of second screw	
42. push lever in with thumb	in
43. push screwdriver down	down; until screw does not turn

manipulations	discriminations
44. pick up one screw with thumb and index finger of non-dominant hand	head up
45. place screw in hole	in hole to the left of first screw
46. REPEAT steps 36 - 40, for 3rd screw	
47. pick up one screw with thumb and index finger of non-dominant hand	head up
48. place screw in hole to the left of the third screw	hole to the left of third screw
49. REPEAT s teps 36-40 for 4th screw	
50. pick up one screw with thumb and index finger of non-dominant hand	head up
51. place screw in hole to the left of the fourth screw	hole to the left of the fourth screw
52. REPEAT steps 36-40 for 5th screw	
53. pick up one screw with thumb and index finger of non-dominant hand	head up
54. place screw in hole to the left of the fifth screw	hole to the left of the fifth screw
55. REPEAT steps 36-40, for 6th screw	
56. pick up one screw with thumb and index finger of non-dominant hand	head up
57. place screw in hole to the right of the second screw	hole to the right of secon screw
58. REPEAT steps 36-40 for 7th screw	
59. pick up one screw with thumb and index finger of non-dominant hand	head up
60. place screw in hole to the right of the seventh screw	hole to the right of seventh screw
61. REPEAT steps 36-40 for 8th screw	

manipulations	discriminations
62. pick one screw with thumb and index finger of non-dominant hand	head up
63. place screw in hole to the right of the eighth screw	
64. REPEAT steps 36-40 for ninth screw	
65. pick up one screw with thumb and index finger of non-dominant hand	head up
66. place screw in hole to the right of ninth screw	hole to the right of ninth screw
67. REPEAT steps 36-40 for tenth screw	
68. release hold on screw driver	
69. remove housing from jig with dominant hand	
70. check each screw	no spaces between screw and housing and top and housing
71. place bullwinkle in box to right of worker	
72. with index finger of dominant hand, depress counter	once

Appendix 13

TASK ANALYSIS

TASK: Clips

ANALYZED BY: Staff

DATE: January, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

manipulations	discriminations
1. pick up 1 housing with non-dominant pincer grasp	housing is horizontal; open side up; index finger across top; thumb along bottom
2. pick up one clip in dominant hand using thumb, index, and middle fingers	open end faces non-dominant side; thumb along bottom 1/2" from end; DIP of index finger on top 1/2" from end; PIP of middle finger at base of clip
3. insert top prong of clip in housing hole	top hole on dominant side; end of prong is visible on outside of housing
4. squeeze dominant thumb and index finger together	bottom prong is inside housing
5. insert bottom prong of clip in housing hole	bottom hole on dominant side; end of prong is visible on outside of housing
6. release non-dominant hand from housing	
7. rotate dominant hand clockwise 180°	clip is on non dominant side
8-13 repeat steps 1 - 6	2 clips are in housing
14. using dominant hand, place completed assembly in box	
15. with index finger of dominant hand, depress counter	once

Appendix 13

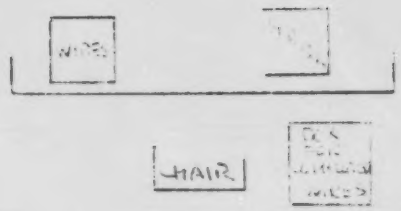
TASK ANALYSIS

TASK: Spring Wires

ANALYZED BY: Staff

DATE: July, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. with non-dominant 3 jaw chuck, pick up one wire	in the middle
2. with dominant pincer grasp, pick up one spring	ends are exposed
3. place spring on end of wire	end facing dominant side
4. rotate dominant hand 180°	spring is on straight portion of wire
5. release spring	
6 - 9 repeat steps 2 - 5	2 springs on the wire
10. with non-dominant hand, hold end of wire between DIP of index finger and thumb	hold U end at non-dominant side; index finger on top
11. squeeze non-dominant index and thumb together	end of wire touches straight portion of wire
12. with dominant pincer grasp, move spring over end of wire	spring on non-dominant side; 1/8" of end of wire is visible
13. release non-dominant hand	
14. rotate dominant hand clockwise 180°	open end is on non-dominant side
15-17 repeat steps 10-13	spring is on both end
18. place completed assembly in box	

Appendix 13

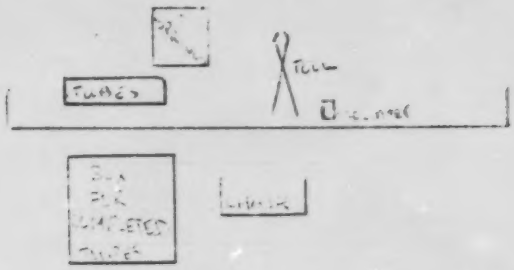
TASK ANALYSIS

TASK: Tubes

ANALYZED BY: Staff

DATE: September, 1976

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:



manipulations	discriminations
1. pick up tool in dominant hand using full grasp	hand on handles; tool is perpendicular to table; handles toward body
2. with non-dominant pincer grasp, pick up one spring	prongs face dominant side
3. insert prong of spring in slot of tool	prong away from body; slot away from body
4. squeeze fingers together	tool closes just to closest prong
5. insert prong of spring in slot of tool	prong closest to body; slot closest to body
6. with dominant hand and full grasp, pick up one tube	6" from end facing dominant side; thumb faces dominant side
7. squeeze fingers together	handles close
8. insert spring over end of tube	2"
9. release grip on tool, while still holding tool	prongs are not in slots
10. place tube on table	
11-19 repeat steps 2-10	2 springs are on one end of tube
20-23 repeat steps 2-5	spring in tool

manipulations	discriminations
24. with dominant hand and full grasp, pick up one tube	6" from end facing dominant side; thumb faces dominant side; 2 springs are on side corresponding to non-dominant side
25-27. repeat steps 7-9	3 springs are on one end of tube
28. with non-dominant hand, place completed assembly in box	
29. with index finger, depress counter	once

Appendix 13

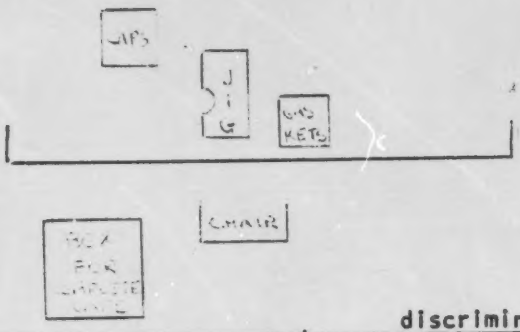
TASK ANALYSIS

TASK: Caps

ANALYZED BY: Susan B. Potter

DATE: January, 1977

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

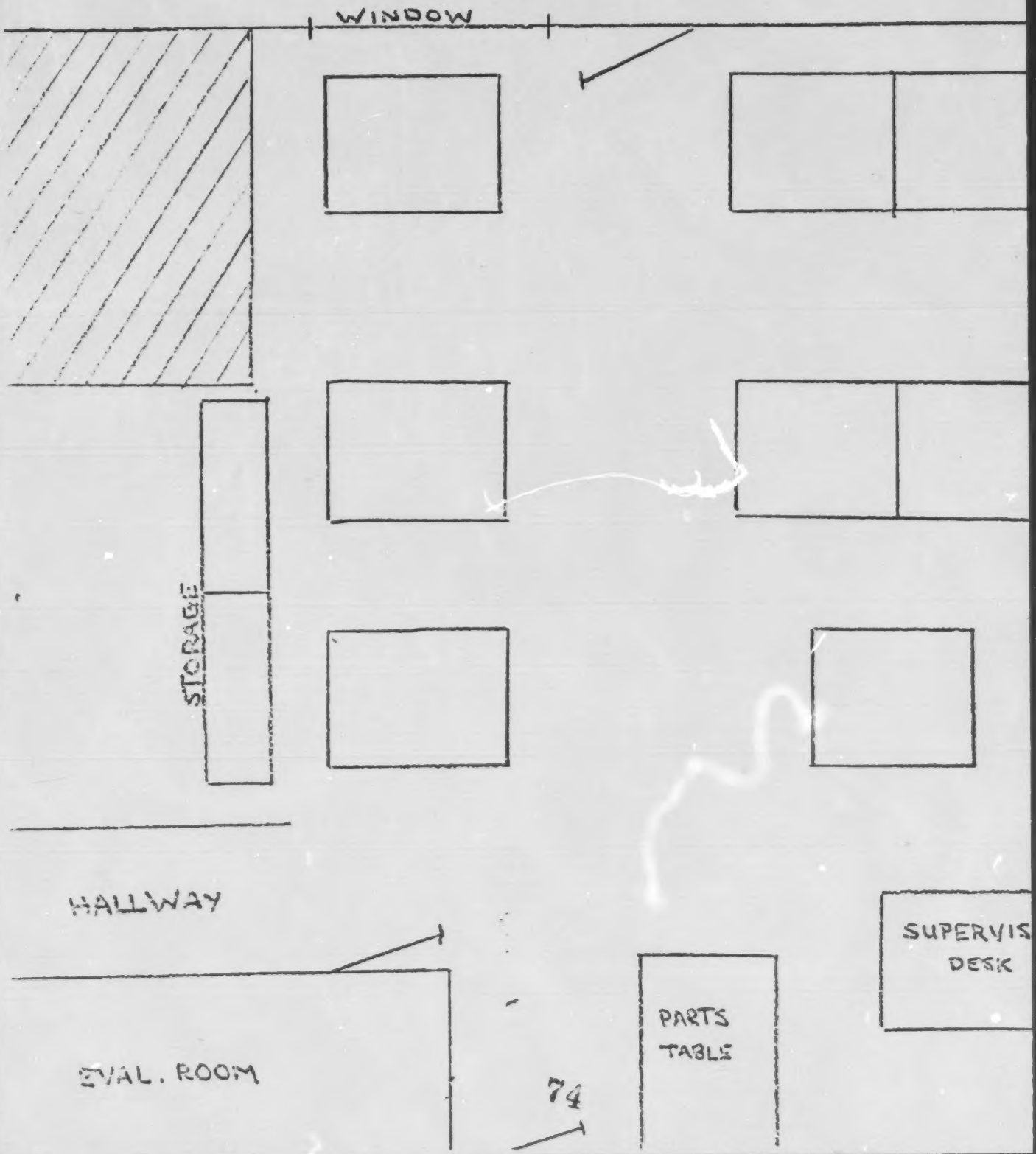


manipulations	discriminations
1. using full grasp and non-dominant hand, hold one cap	open side on table; palm of hand on closed side
2. move non-dominant hand up and down quickly	cap strikes table 3 times; loose particles fall out
3. invert cap in non-dominant hand	thumb around bottom; 2-3 fingers around top; open side up
4. with dominant pincer grasp, place one gasket inside cap	outer rim of gasket touches inner rim of cap
5. move cap to jig using non-dominant hand	outer rim of cap touches curve of jig
6. with full grasp of dominant hand, hold handle of jig	thumb up
7. move dominant hand down	until handle stops
8. move dominant hand up	until handle stops
9. using non-dominant hand, slide cap out of jig and drop into box	cap remains on table; cap is in box

Appendix 14

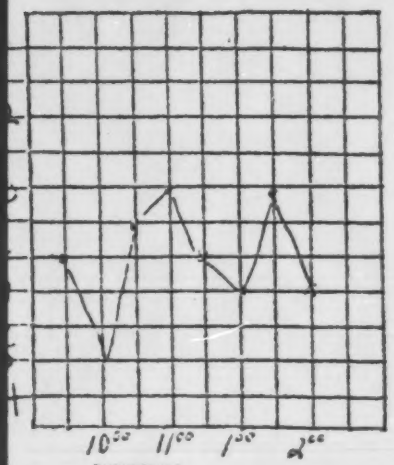
VSC WORKSHOP

ISMRRD



Appendix 15
ISMRRD
VSE Workshop Daily Production Graph

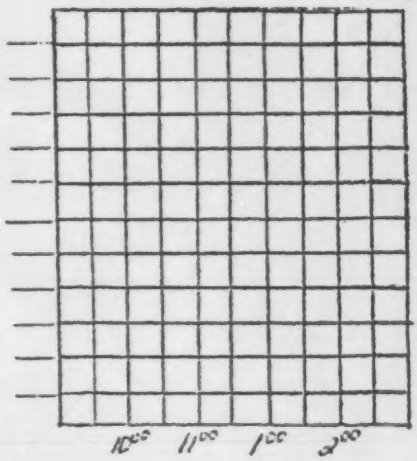
Client Mary X
Date 8-22-77 - 8-25-77
Client no. 1000-77
TASK BB Assembly



MONDAY

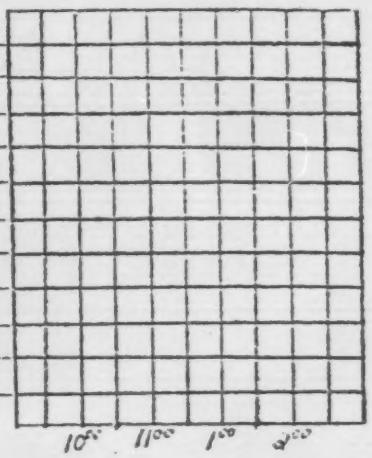
18
16
19
20
18
17
20
17

145 TOTAL



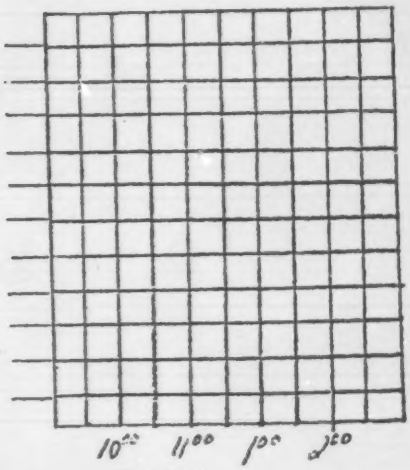
THURSDAY

TOTAL



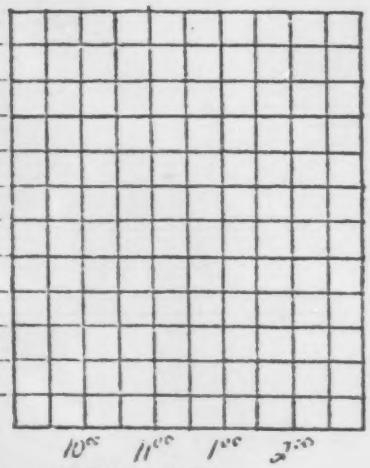
TUESDAY

TOTAL



FRIDAY

TOT



WEDNESDAY

TOTAL

WEEK TOTAL _____

PAY _____

AVERAGE HOURLY
PRODUCTION
RATE _____

Appendix 16
VSE WORKSHOP

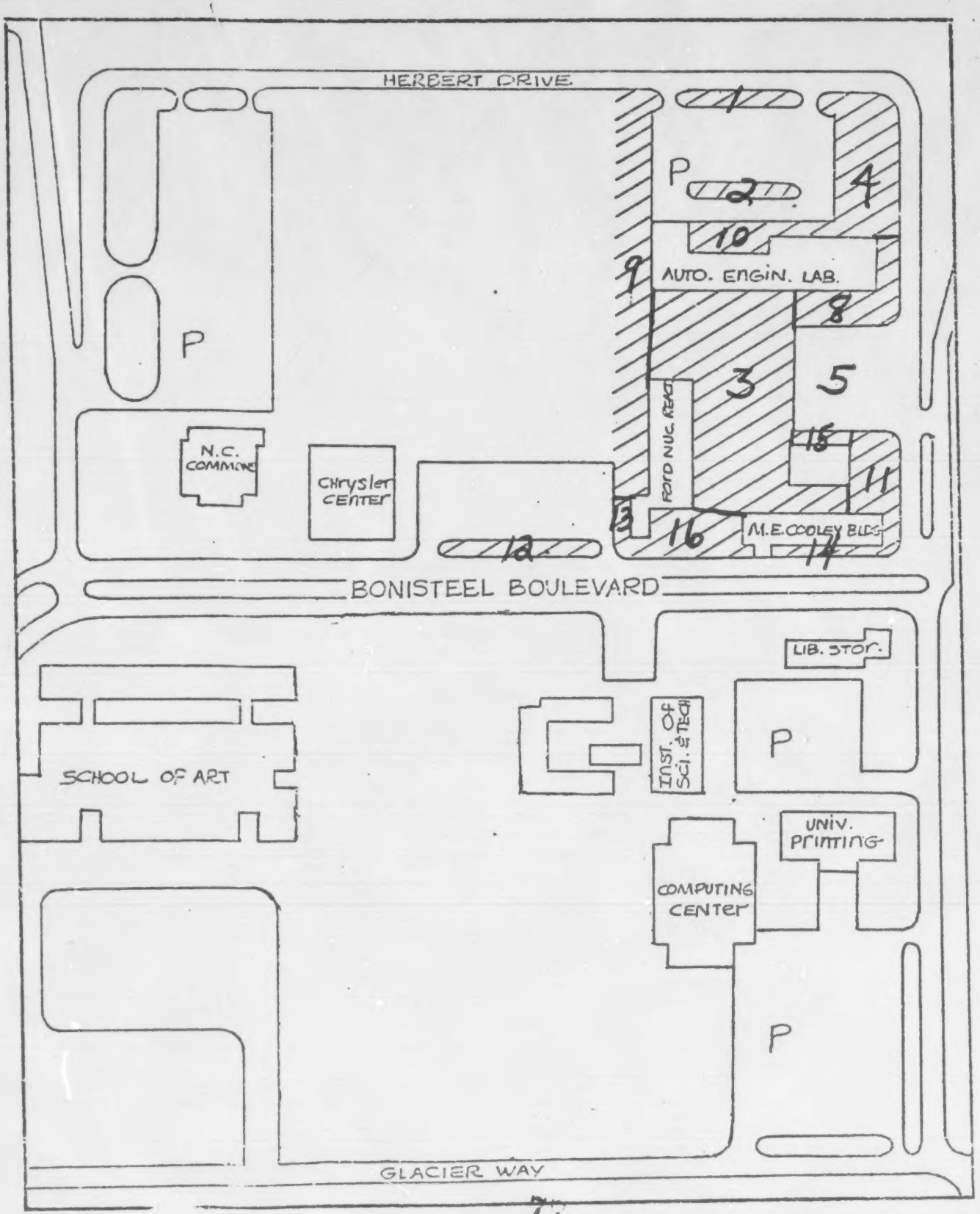
CLIENT Mary X DATE 8-22-77 - 8-25-77

On-Task Sheet

	BEH	TASK	BEH	TASK	BEH	TASK	BEH	TASK	BEH	TASK
2:30	X	counseling group								
2:15	X									
2:00	X									
1:45	□	crying								
1:30	.									
1:15	.									
1:00	.									
12:45	□	talking (Joe)								
11:30	□	talking (Joe)								
11:15	.									
11:00	.									
10:45	.									
10:30	.									
10:15	. .									
10:00	.									
9:45	□	talking turned [illegible]								
9:30	.									
9:15	.	BB Assembly								
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	

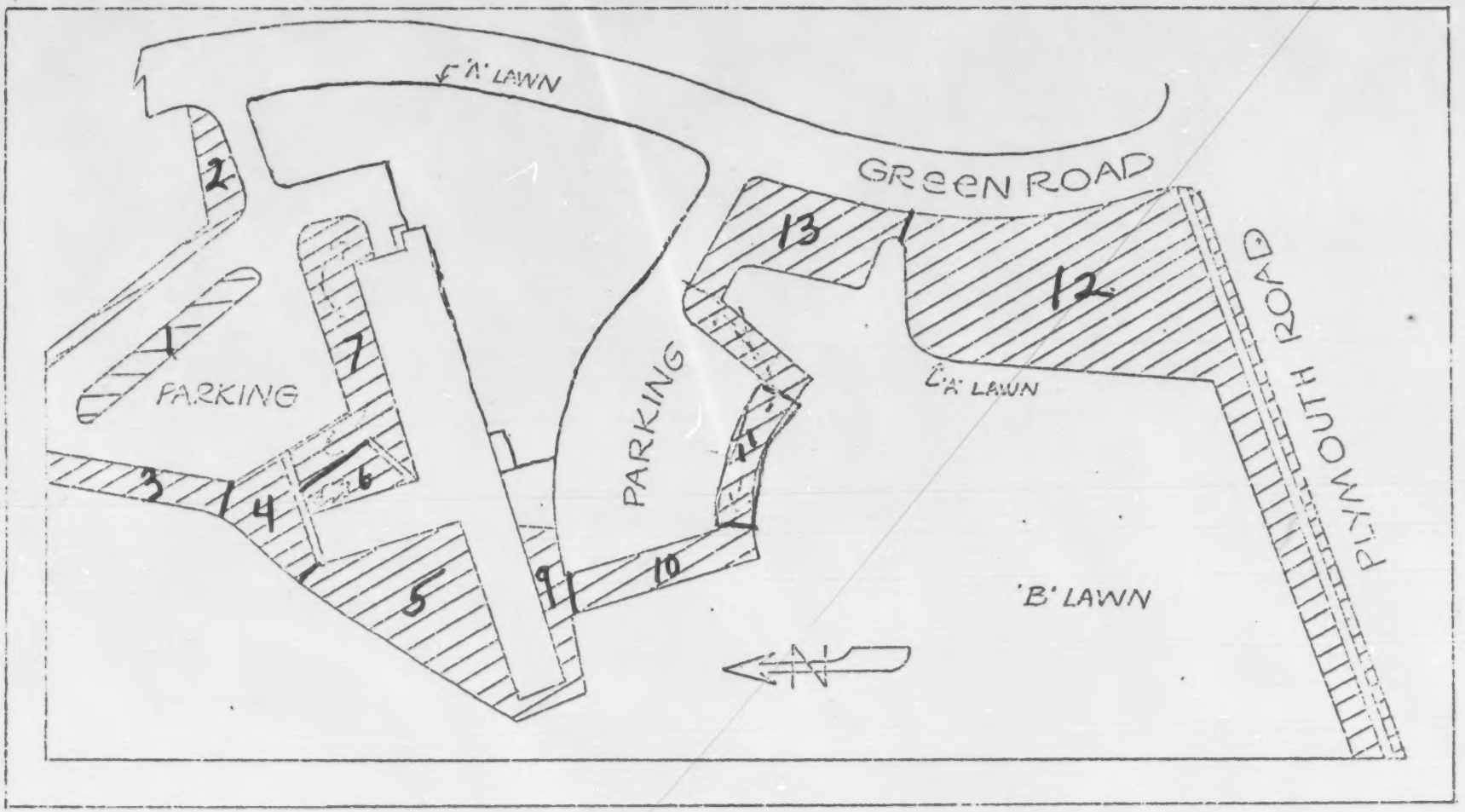
%	11/15	___	___	___	___
TRAINING	73%	___	___	___	___

Revised/ Feb



NORTH CAMPUS MOWING AREAS

Appendix 18



NATIONAL SANITATION FOUNDATION — 3475 PLYMOUTH RD.
LAWN CARE AREAS

Appendix 19

TASK ANALYSIS

TASK: Weedeater

ANALYZED BY:

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

Weedeater is lying on ground with accelerator lever up.

manipulations	discriminations
1. Squat alongside of weedeater	blades to client's left; motor to client's right
2. Push accelerator lever to right with thumb of left hand	till stops
3. Pull red button out using pincer grasp with right hand	till stops, clicks
4. Place thumb of right hand on air vent lever	volar surface of thumb on left flat surface of lever
5. Push air vent lever to the right	till stops
6. Push black bubble on gas tank down 2 times with thumb of right hand	2 times
7. Place index finger of right hand on green knob above gas tank	
8. Push up	till stops
9. Release	
10. Repeat # 8 and 9	till gasoline flows out of tube
11. Place left hand on grip	
12. Using a 2 finger hook grasp, place right hand on cord.	

manipulations	discriminations
13. Pull toward body	till stops
14. Release	
15. Repeat 13 and 14	till motor starts
16. Grasp handle with left hand	
17. Lift harness straight up by pad with right hand	by pad straps taught
18. Place harness over head with right hand	straps at base of head
19. Place right hand on grip	
20. Stand	
21. Place right arm through harness	
22. Adjust harness on shoulder with right hand	pad on uppermost surface of shoulder
23. Place right hand on grip	
24. lower blades to 3" from ground	3"
25. Place left thumb on accelerator lever	
26. Push lever forward 2"	2"

Appendix 19

TASK ANALYSIS

TASK: Starting pushmower (white)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

manipulations	discriminations
1. Stand behind mower, both hands grasping handle.	hips parallel to handle
2. Grasp red knob with R. hand	red knob
3. Pull red knob toward body	toward body till stops
4. Walk to L. side of mower	L. side of mower
5. Stoop in 3 pt. position	
6. Place index of R. hand on lever surface farthest from body.	surface farthest from body
7. Pull lever toward body	till stops, toward body
8. Stand behind mower, both hands grasping handle.	hips parallel to handle
9. Hold key using pincer grasp with R. hand	
10. Turn key clockwise	12°° - 3°°
11. R. hand grasps handle	
12. Lift red bar using both hands	till touches handle
13. Hold with L. hand	red bar touching handle
14. Grasp red knob with R. hand	red bar touching handle
15. Push knob away from body	away from body, till stops
16. Grasp handle with both hands	red bar touching handle

Appendix 19

VOCATIONAL SERVICES EXPANSION PROJECT

TASK ANALYSIS

ITEM Stopping pushmower (white) ANALYZED BY S. Wilson/J. Granat

DATE

Segment	Step	Manipulation	Necessary Discrimination
	1	Grasp red knob with R. hand	holding red bar up with L. hand
	2	Pull red knob toward body	toward body till stops
	3	Release red bar	
	4	Walk to L. side of mower	L. side of mower
	5	Stoop in 3 pt. position	
	6	Place index of R. hand on lever surface closest to body	surface closest to body
	7	Push lever away from body	away till stops
	8	Stand	
	9		
	10		
	11		
	12		
	13		
	14		
	15		
	16		
	17		
	18		
	19		
	20		
	21		
	22		

Appendix 19

TASK ANALYSIS

TASK: Blades On (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L. - left

R. - right

manipulations	discriminations
1. Release L. hand from steering wheel	
2. Hold lever with thumb, index, and second finger	
3. Push lever to R.	R. till stops
4. Push lever forward	forward till stops
5. Push lever to L.	Left till stops
6. Release lever	
7. Place L. hand on steering wheel	left at 10°°

Appendix 19

TASK ANALYSIS

TASK: Blades Off (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L. - left

R - right

manipulations	discriminations
1. Release L. hand from steering wheel	
2. Hold lever with thumb, index, and second finger.	
3. Push lever to R.	R. till stops
4. Push lever down	down till stops
5. Push lever to L.	L. till stops
6. Release lever	
7. Place L. hand on steering wheel	L. at 10°°

Appendix 19

TASK ANALYSIS

TASK: Blades Up (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Release L. hand from wheel	
2. Hold lever with thumb and index	
3. Push lever up	up till stops
4. Release L. hand	
5. Place L. hand on steering wheel	L at 10°°

Appendix 19

TASK ANALYSIS

TASK: Blades Down (Riding Tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Release L. hand from steering wheel	
2. Hold lever with thumb and index	
3. Push lever down	down till line on red reaches 3
4. Release L. hand	
5. Place L. hand on steering wheel	L. at 10°°

Appendix 19

TASK ANALYSIS

TASK: Starting Mower (Riding Tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Remove key from shirt pocket with R. hand	
2. Put key in ignition using R. hand pincer grasp	
3. Put L. foot on L. foot rest	heel against lower ridge
4. Put R. foot on brake	toes cover "BRAKE"
5. Depress brake with foot	until stops
6. Hold choke with thumb; 1st and 2nd fingers on L. hand	
7. Lift choke up	up till stops
8. Hold ignition key with R. hand, pincer grasp	
9. Turn ignition key clockwise with R. hand	to "start" position
10. Hold	count to 2
11. Release key with R. hand	
12. Pull choke down with L.	down till stops
13. Hold ignition key with R. hand, pincer grasp	
14. Turn ignition key clockwise with R. hand	to "start" position

manipulations	discriminations
15. Repeat 7 - 14	if engine doesn't start
16. Release ignition key	
17. Release choke	
18. Place both hands on steering wheel	L and R. at 10°° and 2°° respectively

Appendix 19

TASK ANALYSIS

TASK: Mounting Mower (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Put L. foot on L. mower housing	heel on side edge
2. Place both hands on steering wheel	L and R at 10°° and 2°° respectively
3. Swing R. foot and leg over seat	2" - 12" above seat
4. Place R. foot on R. mower housing	
5. Sit in seat	

Appendix 19

TASK ANALYSIS

TASK: Turning "off" motor (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Release R. hand from steering wheel	
2. Grasp ignition key with R. hand using	
pincer grasp	
3. Turn key counter clockwise	to "off"
4. Release R. hand from key	
5. Lift parking brake knob with R. hand	till stops
6. Release R. foot from brake	
7. Place R. foot on R. mower housing	
8. Release brake knob	
9. Remove key from ignition	
10. Place key in shirt pocket	

Appendix 19

TASK ANALYSIS

TASK: Stopping (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Remove R. foot from accelerator pedal	
2. Place R. foot on brake	toes cover "BRAKE"
3. Depress R. foot	till stops

Appendix 19

TASK ANALYSIS

TASK: Dismount (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Stand	zero flexion at knee
2. Hold steering wheel	L and R hands at 10°° and 2°° respectively
3. Swing R foot and leg over seat	
4. Place R. fort on ground	
5. Remove hands from steering wheel	
6. Place left foot on ground	feet together

Appendix 19

TASK ANALYSIS

TASK: Driving Backward (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Remove R. foot from brake	
2. Place R. foot on accelerator pedal	heel against lower edge
3. Push accelerator pedal down with heel	down with heel till stops
4. Hold steering wheel so that it does not move	hands at 10°° and 2°°; wheel does not move

Appendix 19

TASK ANALYSIS

TASK: Driving Forward (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

L - left

R - right

manipulations	discriminations
1. Remove R foot from brake	
2. Place R foot on accelerator pedal	heel against lower edge
3. Push accelerator pedal down with toe	down with toe till stops
4. Hold steering wheel so that it does not move	hands at 10°° and 2°°; wheel does not move

Appendix 19

TASK ANALYSIS

TASK: Turning Right (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

R - right

L - left

manipulations	discriminations
1. Remove R. foot from brake	
2. Place R foot on accelerator pedal	heel against lower ridge
3. Push accelerator pedal down with toe	down with toe till stops
4. Turn steering wheel to R.	till L and R hands are at 2°° and
	6°° respectively
5. Hold position	till complete 90° turn
6. Turn steering wheel to L	till L and R hands are at 10°°
	and 2°° respectively

Appendix 19

TASK ANALYSIS

TASK: Turning Left (riding tractor)

ANALYZED BY: S. Wilson/J. Granat

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

R - right

L - left

manipulations	discriminations
1. Remove R. foot from brake	
2. Place R foot on accelerator pedal	heel against lower ridge
3. Push accelerator pedal down with toe	down with toe till stops
4. Turn steering wheel to L	till L and R hands are at 6°° and 10°° respectively
5. Hold position	till complete 90° turn
6. Turn steering wheel to R.	till L and R hands are at 10°° and 2°° respectively

Appendix 19

TASK ANALYSIS

TASK: Red Mower

ANALYZED BY: J. Granat

DATE: 6/13/77

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

manipulations	discriminations
1. Walk up to mower behind handle	stop when legs touch horizontal bar
2. Grasp horizontal barr with both hands - thumb and four fingers	palms down, shoulder length apart
3. Release left hand from bar	
4. Grasp lever with thumb and four finger	black knob, extreme left of red panel
5. Pull lever towards self	until stops
6. Release lever	
7. Left hand grasps adjacent lever	adjacent lever
8. Moves lever away from body until stops	lever stops, grasp black knob
9. Release lever	
10. Return left hand to bar	same as number 2
11. Grasp key with righ hand, thumb and four fingers	key is adjacent to middle lever
12. Turn key to right 90°	until stops in start position
13. Hold for count of three	count 1, 2, 3 verbally
14. Right hand releases and returns to bar	mower starts - noise
15. If engine doesn't start, count ten	no noise, count ten
16. Repeat 11, 12, 13	until mower starts

Appendix 19

TASK ANALYSIS

TASK: Litter

ANALYZED BY: M. McDonald

DATE:

DESCRIPTION OF LAYOUT OF ASSEMBLY PARTS:

manipulations	discriminations
1. Get litter stick and litter bag from van	
2. Put litter stick down	down
3. Hold litter bag handle with right hand	litter bag handle; right hand
4. Put litter bag handle over head with litter bag in front of you	handle over head; bag in front
5. Put right arm through handle	right arm through handle
6. Adjust handle and bag so that the bag falls to the right	litter bag on right side
7. Bend down	
8. Pick up litter stick by handle with right hand	stick handle; right hand
9. Point on stick faces down	point down
10. Do not stoop or bend	
11. Put left hand on lower part of stick	left hand on lower stick
12. Grasp stick in fist grip with knuckles facing out and thumb down	grasp stick; knuckles out; thumb down
13. Move counterclockwise around area to pick up litter in area	counterclockwise

manipulations	discriminations
14. Find a piece of litter	litter
15. Stand in front of it	front
16. Raise stick to chin	raise to chin
17. Lower stick on piece of litter	lower stick; litter on stick
18. Lift stick with litter	lift
19. If no litter, repeat #17 and 18	
20. Release right hand from top of stick	release right hand
21. Hold stick over litter bag	over bag
22. Pull litter off stick with right hand	pull off; right hand
23. Put litter in bag	litter in bag
24. Put right hand back on top of stick	right hand; top of stick
25. Move to next piece of litter	next piece of litter
26. Repeat from step #14	

Appendix 19

Task: Sweeping the sidewalk

Analyzed by: Cathy Yunk, OTS

Date: June 14, 1977

Description of Composite Learner:

1. can see
2. can hear
3. good range of motion in upper and lower extremities
4. primary receptive language skills
5. average IQ of 50

Tool used: push broom

Manipulations	Discriminations
1. Place nondominant hand around broom handle, at waist height, with forearm pronated	1. forearm pronated,waist height
2. Place dominant hand around broom handle, 3 inches below top of handle, with forearm pronated	2. 3 inches below forearm pronated
3. Place broom head on sidewalk, 1 1/2 feet ahead of person	3. on sidewalk 1 1/2 ft. ahead
4. Push broom forward on sidewalk with arms, pushing debris ahead of broom, taking a step forward with nondominant foot	4. pushbroom forward 1 1/2 feet
5. Bring dominant foot to meet non-dominant foot	5. feet meet
6. Place broom head on sidewalk, ahead of body	6. head on sidewalk ahead of body 1 1/2 feet
7. Push broom forward, pushing debris ahead, taking one step forward with non-dominant foot	7. push broom forward 1 1/2 feet
8. Bring dominant foot forward to meet non-dominant foot	8. feet meet
9. Repeat steps 6-8 until sidewalk is swept.	

R- right hand
L- left hand

TASK ANALYSIS (What the Learner Does)

CLIENT SAMPLE

TRAINER

Appendix 20

CODING SHEET - LAWN EQUIPMENT

TRIAL NUMBER	hands on handle	R- red knob	knob toward body	L side	squat	index on lever	lever toward body	behind mower	turn key	hands on handle	extend fingers	tips around red bar	lift red bar	hold with L	release R	R on knob	red knob forward		knob	release	lever			ORDER	DISCRIM	MANIP	TOTAL ERR	TIME (sec)
1	0		M	0									0			0								4		1	5	
2			M				D		0							0			0	0	0			5	1	1	7	
3			M													0			0	0	0			4		1	5	
4			M						0											0				2		1	3	
5			M						0															1		1	2	
6																	D			0				1	1		2	
7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			1	1		2	
8			0 D																								0	
9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+						0	
10						M											D			0				1	1	1	3	
11						M							0				0							2		1	3	
12									0				0				0							3			3	
13									0															1			1	
14			0										0											2			2	
15			0																					1			1	
16									0							0								2			2	103
17													M													1	1	
18							D																		1		1	
19													M												1	1	2	

Appendix 21
SAMPLE DATA COLLECTION FORMS
LAWN SERVICE

Oscar R. 9/26 - 9/29	
# Errors/piece	Time/piece
7	35'
4	30'
1	20'
Av#errors/min.	.126/min.

Lois B. 7/18 - 7/21		
Location	#	Time
NSF	6	23' 22"
NSF	11	8' 50"
NSF	2	33' 35"
NC	2	19' 50"
NC	1	21' 10"
NC	13	15' 55"

Appendix 22

CASE STUDY - LAWN SERVICE

C. is a 21-year-old male. He currently resides in a group home following a number of years of institutionalization. His full scale IQ as measured by the WAIS is 62. Upon hearing about the program from his peers, he referred himself. A referral was then made to VRS who purchased assessment and adjustment services from the project on his behalf. During this time, C. learned a variety of complex work tasks and produced them as a simulated work environment. He also participated in weekly group counseling throughout his time in the program.

Following 8 weeks of work adjustment, C. became a member of the outdoor maintenance crew. Because of his relative freedom from perceptual and motor deficits and his expressed wishes, C. was trained to operate the most complex and dangerous piece of equipment, a Bolens 16 horsepower riding mower.

Training in the safe and proper use of the riding mower began in the parking lot behind the Institute. Thirteen task analyses had been prepared covering all aspects of operating this machine from mounting, to driving, stopping, and adjusting blades. The potential safety hazards inherent in improper use of this type of equipment prompted staff to set a higher than usual success criteria, 10/10 correct trials. C. learned all tasks except 2 in the minimum, or 1 more than the minimum trials to criteria. C. required 36 trials to learn to start the mower and 16 trials to learn to turn off the mower and engage the emergency brake. Both of these operations were more complex, requiring a longer sequence of activity than the other operations.

Training continued at the mowing sites on further objectives. Besides learning to start, stop, and drive a Bolens 16 horsepower riding mower, C. was to perform the following activities. Training was provided to enable C. to mow

for 2 hours without supervision on flat open areas of approximately 1 acre, flat areas with trees, inclined areas with trees on a slope of 25°, and open areas with an incline of 45°. In addition, C. was trained to provide daily maintenance of the tractor including checking and filling gas and oil resevoirs and cleaning the tractor's exterior. He also learned to assist the other workers in loading and unloading the equipment by raising and lowering the trailer ramps and chaining down the tractor on the trailer.

Acquisition of all tasks was rapid. However, C. required 2-3 verbal prompts per day from a supervisor to initiate performance of the ancillary activities separate from the actual mowing. To assist C. in learning to perform the entire chain of a day's activities independently, without supervisory interventions, a pictorial checklist was provided for him. As each ancillary task was completed, C. checked it off on the list, providing himself with reinforcement by this action. Using this method of prompting, C. had additional benefits. It reduced by one the number of crew members needing direct supervisory attention enabling other workers needing attention to receive more and permitting C. to work in a manner more closely approximating other work settings. C. used the checklist for 4 weeks (16 work days). Gradually, during the period, C. himself stopped using the list as a reminder and neglected to check off items as they were finished. He completed his work on his own without visual or verbal prompts for the rest of the mowing season.

C. demonstrated his competence mowing with the tractor in the same way as the ancillary activities. By the seventh week of the program, no supervisory interventions were required by C. to complete a large section of lawn perfectly (See Table and). Attention was then directed to mowing speed. C. was given a stopwatch and instructed in its use. He could then measure and record the length of time required for each of the various sections assigned to him.

For the successive mowings of each section, the objective was to decrease the time required by one minute. Problems arose at this juncture. The height of summer had been reached with its very hot dry periods, and heavy thunderstorms both of which limited the amount of grass to mow and available dry hours in which to do it. Most sections were mowed only once again by C. following the collection of baseline information. Consequently, the data was insufficient as a basis for measuring progress.

On rain days, C. continued to work in the project's workshop. At times, his behavior was disruptive, causing a decrease in his production and drawing other workers off task. A contingency contract was instituted to improve C.'s indoor work behaviors. In order to work outside again when weather conditions permitted, C. had to produce at a set rate of the indoor work tasks. This method proved successful. C. missed only 1 day on the lawn crew as result of his indoor behavior.

Appendix 23

CUSTODIAL PLACEMENT PROGRAM
VOCATIONAL SERVICES EXPANSION PROJECT

OBJECTIVES FOR CUSTODIAL TRAINING

1. Given a trash recepticle in restroom and keys, trainee will empty trash into large trash barrel.

2. Given keys, dispenser and packaged towels, trainee will fill towel dispenser.

3. Given rolls of toilet paper and dispenser, trainee will replace used rolls.

4. Given a napkin disposal container and trash barrel, trainee will empty container.

5. Given a spray bottle with all-purpose cleaner and paper towel, trainee will clean mirror.

6. Given a spray bottle with all-purpose cleaner and paper towel, trainee will clean fixtures.

7. Given a sponge, comet, and paper towel, trainee will clean porcelain of sink.

8. Given Bowlex, johnny mop, micro-bac, paper towel, trainee will clean toilet.

9. Given Bowlex, johnny mop, micro-bac, paper towel, and deodorant cakes, trainee will clean water fountain.

10. Given a mop, pail with cleaning solution, and wringer, trainee will wet mop entire restroom floor.

11. Given a spray bottle of all purpose cleaner, paper towel, comet and sponge, trainee will clean water fountain.

12. Given an empty spray bottle, bottle of concentrated solution and water, trainee will mix solution.

13. Given a key and locked door, the trainee will unlock the door.

14. Given a key in an unlocked door, the trainee will lock the door.

15. Given a clean cloth and dusty ledges, tops of baseboards, window sills, electrical conduits, desk tops, tables, cabinets, telephones, picture frames, coat racks, and/or chairs, the trainee will dust them.

16. Given a trash can to be emptied, and a trash barrel, the trainee will empty the trash can.

17. Given a trash can with a dirty liner, the trainee will replace the liner with a clean one.

18. Given a dirty ashtray, clean cloth, and a trash can, the trainee will clean the ashtray.

19. Given a trash can and a filled pencil sharpener, the trainee will empty the shavings into the trash can.

20. Given an office with a tile floor and a dust mop, the trainee will dry mop the area.

21. Given a heavy object, the trainee will lift it by kneeling, holding it with both hands, and then standing.

22. Given a spot on a window, a spray bottle of window cleaner and a clean rag, the trainee will remove the spot.

23. Given a wet mop, a bucket and wringer with solution and a wet spot on a tile floor, the trainee will mop up all the water.

24. Given a hallway with a tile floor and dust mop, the trainee will dry mop the entire hallway.

25. Given a dirty mop, a trash barrel, and a dust pan brush, the trainee will clean the mop.

26. Given a mop and a can of Misto, the trainee will spray the mop at the end of the day.

27. Given a trash barrel filled to the top with trash, the trainee will remove the trash from the barrel.

28. Given an upright vacuum cleaner, the trainee will turn the machine on.

29. Given an upright vacuum cleaner, the trainee will turn the machine off.

30. Given an upright vacuum cleaner, the trainee will adjust the handle.

31. Given an upright vacuum cleaner and an unwrapped cord, the trainee will wind the cord around the vacuum cleaner.

32. Given an upright vacuum cleaner, a dirty vacuum cleaner bag, and a clean vacuum cleaner bag, the trainee will replace the dirty bag with a clean bag.

33. Given a papoose vacuum cleaner, the trainee will put it on.

34. Given a papoose vacuum cleaner, the trainee will take it off.

35. Given a papoose vacuum cleaner, the trainee will attach the hose.

36. Given a papoose vacuum cleaner, the trainee will turn it on.

37. Given a papoose vacuum cleaner, the trainee will turn it off.

38. Given a papoose vacuum cleaner, the trainee will adjust vent.

39. Given a papoose vacuum cleaner and an unwrapped cord, the trainee will wind the courd around the vacuum cleaner.

40. Given a papoose vacuum cleaner, a dirty vacuum cleaner bag, a clean vacuum cleaner bag, the trainee will replace the dirty bag with a clean bag.

41. Given a vacuum cleaner and a dirty rug, the trainee will vacuum the rug.

42. Given a mop, pail, and wringer, trainee will clean and store equipment.

43. Given speed soap, pail and water, trainee will prepare solution.

44. Given a trash barrel and stocked custodial cart, trainee will clean restroom.

45. Give a trash barrel and stocked custodial cart, trainee will clean office.

46. Given a mop bucket with casters and wringer filled with cleaning solution and water, a wet mop with handle and dirty floor, the trainee will wet mop the floor.

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 1: Given trash recepticle in restroom and keys, trainee will place trash in large trash barrel.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Unlock and open trash container										
2. Remove container										
3. Dump container in barrel										
4. Check (all trash removed)										
5. Repeat if needed										
6. Return container										
7. Close and lock door (lock engages)										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 2: Given keys, dispenser and packaged towels, trainee will fill towel dispenser.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Unlock and open dispenser										
3. Check dispenser (fill if one whole bundle of towels will fit)										
4. Unwrap packaged towels										
5. Place in dispenser (folds of towe up)										
6. Close and lock dispenser (lock engages)										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 3: Given rolls of toilet paper and dispenser, trainee will replace used rolls.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Check roll on dispenser (1/4 inch or less remains on roll to be replaced)										
2. Remove used roll										
3. Unwrap roll										
4. Place new roll in dispenser (sheets come over top of roll)										
5. Place partial roll on top of new roll										
6. Throw away wrapper, empty roll (in trash barrel)										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 4: Given a napkin disposal container and trash barrel, trainee will empty container.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Remove container										
2. Check (debris in container)										
3. Dump in barrel										
4. Check (debris removed)										
5. Replace container										

CLIENT _____ CP# _____

OBJECTIVE 5: Given a spray bottle of glass cleaner and paper towel, trainee will clean mirror.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Spray section of mirror Left to right; up - down (whole height, 3 ft. width)										
3. Wipe sprayed section left to right; up - down										
4. Check cleaned section (no spots larger than 1/2 mm remain)										
5. Repeat above procedure until entire mirror is clean										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 6: Given a spray bottle with all-purpose cleaner and paper towel, the trainee will clean fixtures.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Spray fixture										
3. Wipe fixture until dry										
4. Check (no spots larger than a split pea remain)										
5. Repeat above procedure until all fixtures are cleaned										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 7: Given a sponge, comet and paper towel, trainee will clean porcelain of sink.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Dampen sponge										
3. Apply comet to sponge										
4. Scrub sink (inside out or outside in)										
5. Rinse sponge and sink										
6. Check (visible dirt and comet removed)										
7. Repeat cleaning procedure if needed										
8. Wipe excess water from top and sides of sink										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 8: Given Bowlex, a johnny mop, micro-bac and paper towel, trainee will clean toilet.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order) 1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Flush (toilet operates properly)										
3. Squirt bowlex under rim of bowl (stream on entire perimeter)										
4. Scrub bowl with johnny mop under rim, at water line, into drain)										
5. Flush										
6. Check (no dirt remains larger than 1/2 mm)										
7. Spray micro-bac on all other surfaces (outside and rim of bowl, top and bottom of seat)										
8. Wipe sprayed surfaces with paper towel										
9. Check (no dirt remains larger than 1/2 mm, surfaces dry)										
10. Repeat 7-9 if needed										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 9: Given Bowlex, johnny mop, micro-bac, and paper towel, deodorant cake, trainee will clean urinal.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Flush urinal (urinal operates properly)										
3. Check and clear drain (no debris on drain)										
4. Squirt Bowlex around top of urinal walls (steam of Bowlex along whole perimeter)										
5. Scrub with johnny mop (all inside surfaces and drain)										
6. Flush										
7. Check (no dirt remains larger than 1/2 mm.)										
8. Spray outside surfaces with micro-bac										
9. Wipe sprayed surfaces with paper towel										
10. Check outside (no spots larger than 1/2 mm remain, surface dry)										
11. Repeat 8-10 if necessary										
12. Unwrap deodorant cake										
13. Place in corner of urinal										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 10: Given a mop, pail with cleaning solution, and wringer, trainee will wet mop entire restroom floor

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Ready mop (excess water removed from mop)										
3. Proceed to proper part of floor (begin at innermost area of floor)										
4. Mop section of floor toward door										
5. Repeat until entire floor is mopped										
6. Return equipment to cart										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 11: Given a spray bottle of all purpose cleaner, paper towel, comet and sponge, trainee will clean water fountain.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Test fountain (fountain in working order)										
3. Remove possible obstructions from drain (free of obstructions)										
4. Spray cleaner on fountain										
5. Wipe sprayed surfaces with paper towel										
6. Check cleaned area (no dirt remains larger than a split pea)										
7. Scrub stubborn spots with comet and sponge (no spots remain larger than a split pea)										
8. Rinse (comet removed)										
9. Check fountain (fountain clean)										
10. Check floor for spills (no liquid on floor)										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 12: Given an empty spray bottle, bottle of concentrated solution and water, trainee will mix solution.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain correct concentrate (name of concentrate matches name on empty spray bottle)										
2. Pour concentrate (1/3 volume of spray bottle)										
3. Fill spray bottle with water (bottle full)										
4. Replace caps (tight on concentrate and sprayer)										
5. Replace bottles										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 13: Given a key and a locked door, the trainee will unlock the door.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Identify correct key										
2. Hold key in dominant hand										
3. Insert key in key hole										
4. Turn key										
5. Turn handle										
6. Open door (as far as it will go)										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 14: Given a key in an unlocked door, the trainee will lock the door.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Hold key in dominant hand										
2. Turn key										
3. Remove key from door										
4. Turn handle to check if locked										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 15: Given a clean cloth and dusty ledges, tops of base boards, window sills, electrical conduits, desk tops, tables, cabinets, telephones, picture frames, coat racks, and/or chairs, trainee will dust them.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Dust surface from left to right										
3. Dust complete surface										
4. No visible dust when checked										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 16: Given a trash can to be emptied and a trash barrel, the trainee will empty the trash can.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Place trash barrel next to trash can										
3. Pick up trash can with both hands										
4. Turn trash can upside down over barrel										
5. Shake can till no trash is left										
6. Inspect liner to see if it is dirty (tears, soiled, or wet)										
7. Discard and replace liner if needed (torn, soiled, wet)										
8. Replace trash can where trainee found it										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 17: Given a trash can with a dirty liner, the trainee will replace the liner with a clean one.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Correctly identify dirty trash liner (tear, wet, dirty)										
2. Obtain necessary equipment										
3. Remove dirty liner from trash can										
4. Throw dirty liner in trash barrel										
5. Open clean liner										
6. Fit liner into trash can with liner edge rolled over trash can edge										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 18: Given a dirty ashtray, a clean cloth, and a trash can, the trainee will clean the ashtray.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Pick up dirty ashtray										
3. Empty contents into trash cans										
4. Wipe ashtray till clean (no butts or ashes)										
5. Replace ashtray on desk or table										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 19: Given a trash can and a filled pencil sharpener, the trainee will empty the shavings into the trash can.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Place trash can as close to pencil sharpener as possible										
2. Grasp pencil sharpener in left hand										
3. Turn container toward trainee's body 90°										
4. Pull container to left till it comes off										
5. Turn container upside down over trash can, hole down										
6. Tap container against side of barrel till no shavings are left										
7. Place container over blades										
8. Turn container away from body till tight										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 20: Given an office with a tile floor and a dust mop, the trainee will dry mop the area.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Start at rear of office										
3. Dust along edges, under furniture										
4. Dust with a back and forth motion										
5. Dust mop the entire floor										
6. Entire floor is free of all visible dust when checked by the trainee (error - dusty area greater than 6" x 6")										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 21: Given a heavy object, the trainee will lift it by kneeling, holding it with 2 hands, and then standing.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Assume 3 pt. kneel position										
2. Hold object with both hands										
3. Stand and lift										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 22: Given a spot on a window, a spray bottle of window cleaner and a clean rag, the trainee will remove the spot.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Correctly identify spots to be removed (visible to eye)										
3. Spray cleaner on spot once										
4. Wipe spot with cloth till gone (right to left movement)										
5. Check to see if spot is gone										
6. Repeat procedure if necessary										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 23: Given a wet mop, a bucket and wringer with solution and a wet spot on a tile floor, the trainee will mop up all the water.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Place bucket and wringer next to water spot										
3. Dip mop in bucket till all of mop is in water										
4. Put mop in wringer, handle up										
5. Push down wringer handle till stops.										
6. Release handle										
7. Remove mop from wringer										
8. Mop water spot in a crazy eight manner										
9. Check to see if all water has been removed										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 24: Given a hallway with a tile floor and a 36" dust mop, the trainee will dry mop the entire hallway.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Place dust mop on floor with right edge touching wall										
3. Walk down hall, pushing dust mop and keeping it against the wall till reach other end										
4. Turn 180°										
5. Place dust mop on floor so right edge is touching wall										
6. Walk down hall, pushing dust mop and keeping it against the wall till reach other end.										
7. Mop center of hall (dust, paper, etc. in one pile)										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 25: Given a dirty mop, a trash barrel, and a dust pan brush, trainee will clean mop.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Insert mop in barrel with handle down										
3. Pick up dust pan brush										
4. Brush mop with dust pan brush from top to bottom 4 times										
5. Remove mop from barrel										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 26: Given a mop and a can of MISTO, trainee will spray mop at end of day.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment										
2. Open container of MISTO										
3. Spray the entire length of mop once										
4. Replace lid on container of MISTO										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 27: Given a trash barrel filled to the top with trash, the trainee will remove the trash from the barrel.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Take trash barrel to disposal area										
2. Lift liner edges from sides of barrel										
3. Bring edges together and twist										
4. Tilt barrel over on its side										
5. Pull bag out gently holding twisted edges										
6. Place bag in disposal area										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 29 and 30: Given an upright vacuum cleaner, the trainee will turn the machine on and off.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. With vacuum in upright position, using dominant hand, unwrap cord from prongs.										
2. Take plug of vacuum cleaner and insert into any 2 pronged electrical outlet.										
3. Using index finger of dominant hand, move red switch up to start vacuum.										
4. Using index finger of dominant hand, move red switch down to shut vacuum off.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 31: Given an upright vacuum cleaner, the trainee will adjust the handle.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Stablize handle with right hand										
2. Using left foot, press red button on left side of vacuum down while pulling handle toward you.		2								
3. To lock handle after use: Push handle away from you until you hear it click and lock into place.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 32: Given an upright vacuum cleaner and an unwrapped cord, the trainee will wind the cord around the vacuum cleaner.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Using dominant hand wrap electrical cord around the 2 prongs on the handle of the vacuum in a figure eight pattern										
2. To secure plug after wrapping cord, move plug under 1 strand of the wrapped cord.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 33: Given an upright vacuum cleaner with a full vacuum cleaner bag, the trainee will empty the contents of the bag and replace it on the vacuum cleaner.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Be certain machine is off and cord unplugged.										
2. Stabilize vacuum cleaner bag by holding onto metal strip attached to the spring, located below on-off switch.										
3. Grasp right corner of fabric bag below metal strip and pull toward your right until bag is completely out of the metal strip.										
4. Stabilize vacuum cleaner by grasping handle near the base while sliding silver metal lever toward your left										
5. When bag disengages gently pull it toward you with your right hand until bag is freed from base.										
6. Carefully lift bag with 2 hands holding both open ends closed to avoid spilling contents.										
7. While holding metal end of bag, shake contents into trash receptacle										
To replace emptied cleaner bag:										
1. Be certain the word HOOVER on the bag is facing away from you										
2. Engage bottom of bag, where screw located into the 2 prongs below hole										

OBJECTIVE 33

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS									
	11	12	13	14	15	16	17	18	19	
3. Pull lever apparatus to the left reengage top of bag										
4. Slide top opening of bag back into metal strip slide.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 34: Given a papoose vacuum cleaner, the trainee will put it on.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain papoose										
2. Place on surface (desk, table, chair, etc.), straps toward worker, air vent on left.										
3. Unwrap cord.										
4. Rotate body 180° so that worker's back is to straps (air vent on right)										
5. Slip arms through straps onto shoulders										
6. Adjust straps for comfort (pads on shoulders)										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 35: Given a papoose vacuum cleaner, the trainee will take it off.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Grasp straps, left strap with left hand, right strap with right hand										
2. Slip strap off left shoulder and release										
3. Lower papoose to surface, holding right strap										
4. Release strap										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 36: Given a papoose vacuum cleaner, the trainee will attach the hose.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Grasp hose above metal end										
3. Insert metal end of hose in lower hole										
4. Turn clockwise while pushing in until hose is all the way in and catch engages										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 37: Given a papoose vacuum cleaner, the trainee will turn it on.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	1
1. Put on papoose										
2. Plug into wall socket										
3. Locate switch with left hand										
4. Push button with left thumb until it starts										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 38: Given a papoose vacuum cleaner, the trainee will turn it off.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Locate switch with left hand										
2. Slide button with thumb until it stops										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 39: Given a papoose vacuum cleaner, the trainee will adjust vent.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Insert air deflector in upper hole, open end in, cutout square up.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 40: Given a papoose vacuum cleaner and an unwrapped cord, the trainee will wind the cord around the vacuum cleaner.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Grasp cord above switch with dominant hand										
2. Position cord on ledge of top of papoose, one complete wrap, using both hands										
3. Wrap cord, stablizing cord with non dominant hand, sliding cord through dominant										
4. Repeat step 3 until completly wrapped.										
5. Slip plug under one strand of wrapped cord										

Appendix 24

CLIENT _____ CP#_____

OBJECTIVE 41: Given a papoose vacuum cleaner, a dirty vacuum cleaner bag, a full vacuum cleaner bag, the trainee will replace the dirty bag with a clean bag.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Disengage clamp below cord										
2. Tilt red top to a 45° angle (Hinge releases) and set aside										
3. Remove rubber end of bag from pipe (dirt remains in bag).										
4. Lift bag out of container, hole up										
5. Insert in trash, rubber down, holding metal										
6. Grasp cloth below flared end of metal band										
7. Slide bag off metal band										
8. Insert newly opened end of bag in trash, rubber end up										
9. Shake bag until empty.										
10. Slide folded end of bag into flared end of metal band until edge of cloth is flush with edge of metal										
11. Insert bag in container, metal band away from pipe, under chrome bar										
12. Insert pipe into rubber hole as far as it will go (edge of rubber square parallel to edge of container)										
13. Insert top on hinge and lower top to fit container		150								
14. Engage clamp										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 48: Given a vacuum cleaner and a dirty carpet, trainee will vacuum clean the carpet.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain necessary equipment and check vacuum cleaner bag to be sure it is not full										
2. Place small objects (chairs, wastepaper baskets, etc.) from the area you are going to vacuum into the hallway.										
3. Work on an area approximately 9 ft. wide at a time, moving from left to right, starting at the farthest corner from the door.										
4. Move the vacuum forward and backward slowly about 3 times										
5. Move toward your right and repeat step #4 overlapping strokes.										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 50: Given a mop, pail, and wringer, trainee will clean and store equipment

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Place mop in wringer (all the way in)										
2. Push down wringer lever (all the way down)										
3. Place mop in floor sink (mop head under faucet)										
4. Rinse mop (Until soap is removed)										
5. Remove excess water										
6. Shake mop to loosen and straighten threads (threads separate, hanging straight)										
7. Place mop in wall hanger (head up)										
8. Remove wringer to sink										
9. Rinse wringer										
10. Empty pail into sink										
11. Rinse pail										
12. Place pail upside down to store										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 51: Given speed soap, pail and water, trainee will prepare solution.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Pour speed soap (1/2 inch deep on bottom of pail										
3. Cap bottle (tight)										
4. Add water (3 inches from top of pail										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 52: Given a trash barrel and stocked custodial cart, trainee will clean restroom

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Check to see room is vacant										
3. Place equipment (wet mop dripping into drain, cart blocking door open, trash barrel in room)										
4. Empty trash										
5. Fill paper towel dispensers										
6. Fill toilet paper dispensers										
7. Empty sanitary napkin container										
8. Dust ledges and edges										
9. Clean mirror										
10. Clean fixtures										
11. Clean toilets and/or urinals										
12. Clean sinks										
13. Wet mop floor										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 53: Given a trash barrel and stocked custodial cart, trainee will clean office.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain equipment										
2. Empty and clean ashtrays and pencil sharpeners										
3. Empty trash										
4. Dust										
5. Dry mop room										
6. Spot clean										

Appendix 24

CLIENT _____ CP# _____

OBJECTIVE 54. Given a mop bucket with casters and wringer filled with cleaning solution and water, a wet mop with handle and a dirty floor, the trainee will wet mop the floor.

SUCCESS CRITERIA 6 out of 6 trials correct, 2 consecutive days
EXIT CRITERIA 20 trials

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M- manip., D- discrim., O- order)									
	1	2	3	4	5	6	7	8	9	10
1. Obtain all necessary equipment										
2. Prepare cleaning solution in bucket.										
3. Put wet mop in pail										
4. Wring out excess solution with wringer attachment on bucket.										
5. Wet mop edges of the hallway near the baseboards, mopping parallel to the baseboards, being careful to avoid splashing baseboard and walls with water.										
6. Dip mop in solution and wring out as often as is necessary to insure that solution on the mop is clean.										
7. Mop using a figure eight pattern										
8. Change directions carefully to avoid splashing walls and baseboards.										

TRAINING PROCEDURE

CLIENT_____ CP#_____

OBJECTIVES

FORMATS																					
forward chaining																					
backward chaining																					
full cycle																					
model 1 trial																					
FEEDBACKS																					
priming																					
modeling																					
gestural prompts																					
verbal labels																					

list:

Appendix 26

DISHWASHING TRAINEE

OBJECTIVES

1. Given dirty dishes and spatula, brush or scraper, the trainee will scrape all loose food particles into garbage can.
2. Given trays of dirty dishes and sprayer, the trainee will rinse all dishes.
3. Given scraped dishes and loading trays, the trainee will load trays with scraped dishes.
4. Given industrial dishwasher and trays of dirty dishes, the trainee will wash dishes operating machine.
5. Given dirty silverware, silverware tub, and silverware container, the trainee will maching wash silverware.
6. Given dirty glasses and loading trays, the trainee will load trays and machine wash glasses.
7. Given a squeegee, the trainee will clean dirty counters.
8. Given a bag of Impact, the trainee will fill empty soap box.
9. Give Soil Master and silverware tub, the trainee will prepare solution for soaking silverware.
10. Given a full bottle of Rinse-Dry, the trainee will replace the empty bottle.
11. Given item with baked-on food and Soilex, scouring pad and/or scraper, the traine will remove baked-on food from item.
12. Given trays of maching washed dishes, the trainee will unload trays.
13. Given stacks of clean dishes, the trainee will return dishes to storage area.

Appendix 27

DAILY CLIENT PROGRAM - DISHWASHER TRAINING

DATE	OBJECTIVE#	STATUS	# TRIALS	TIME	COMMENTS

#1

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given dirty dishes and spatula, brush or scraper, the the trainee will scrape all loose food particles into garbage can.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-orde

	1	2	3	4	5	6	7	8	9	10
1. Stack dirty dishes into like piles on right side of garbage can.										
2. Stack large silver oval trays next to silverware tub.										
3. Scrape all loose food particles into garbage can using spatula brush or scraper.										
4. Check for baked-on food.										
5. Stack items with baked-on food in separate pile.										
6. a.) Load trays with scraped dishes.										
b.) Stack scraped scraped dishes into like piles to left of garbage can.										

EXIT CRITERIA

SUCCESS CRITERIA 160

#2

Appendix 28

CLIENT _____ CP# _____

OBJECTIVE Given trays of dirty dishes and sprayer, the trainee will rinse all dishes.

PROCEDURE TO COMPLETE OBJECTIVE	TRIALS (M-manip., D-discrim., O-order									
	1	2	3	4	5	6	7	8	9	10
1. Slide tray under spray.										
2. Unhook spray and pull down.										
3. Check spray. (hot water)										
4. Squeeze sprayer.										
5. Spray (rinse) all dishes.										
6. Check. (no loose food)										
7. Return spray to hook.										

EXIT CRITERIA

SUCCESS CRITERIA

#3

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given scraped dishes and loading trays, the trainee will load trays with scraped dishes.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-orde

	1	2	3	4	5	6	7	8	9	10
1. Place one plate tray and/or one open tray to far left side of garbage can.										
2. Fill tray with scraped dishes: a.) open tray										
1. cups down										
2. pots and pans down										
3. bowls down										
4. ice cream dishes down										
5. pitchers, tea pots, butter dishes down										
6. cooking utensils bottom										
7. 7. silverware basket bottom										
8. plastic containers down										
9. large square trays tilt up left side										
b.) plate tray										
1. plates and small bowls between ridges										
2. ash trays and bar trays between ridges										
3. small serving platters and serving lids between ridges										
EXIT CRITERIA										
SUCCESS CRITERIA										

#4

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE · Given industrial dishwasher and trays of dirty dishes, the trainee will wash dishes operating machine.

PROCEDURE TO COMPLETE OBJECTIVE

- TRIALS (M-manip., D-discrim., O-order

	1	2	3	4	5	6	7	8	9	10
1. Push in black button. (machine on)										
2. Slide loaded tray into machine four inches.										
3. Let machine run: a.) 30 sec. - dishes, pots, pans and bowls										
b.) 45 sec. - silverware and glasses										
4. a. perpare next tray b. unload trays c. check glass trays d. sort silverware e. store washed dishes f. check counters										
5. Slide in next tray if ready.										
6. Push in red button. (machine off)										

EXIT CRITERIA

SUCCESS CRITERIA

CLIENT_____ CP#_____

OBJECTIVE Given dirty silverware, silverware tub, and silverware container, the trainee will machine wash silverware.

PROCEDURE TO COMPLETE OBJECTIVE	- TRIALS (M-manip., D-discrim., O-or									
	1	2	3	4	5	6	7	8	9	
1. Place all dirty silverware in tub.										
2. Soak silverware in tub five minutes. (minimum)										
3. Remove silverware from tub.										
4. Place like silverware in compartments of silverware container, with handles down.										
5. Place silverware container in open tray.										
6. Spray silverware with hot water.										
7. Machine wash silverware 45 sec.										
8. Remove silverware container from tray with towel.										
9. Turn silverware upside down in container with towel.										
10. Machine wash again. (45 sec.)										
11. Remove silverware from tray with towel.										
EXIT CRITERIA										
SUCCESS CRITERIA										

#6

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given dirty glasses and loading trays, the trainee will load trays and machine wash glasses.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-order

	1	2	3	4	5	6	7	8	9	10
1. Remove food particles from glasses. (lemons)										
2. Place glasses upside down in glass trays. a.) water glasses in short or tall trays b.) iced tea glasses in short trays only.										
3. Check trays. (filled)										
4. Place tray under spray.										
5. Push in black button. (machine on)										
6. Slide tray into machine 4 inches										
7. Run machine 45 sec.										
8. Slide in next tray. (if ready)										
9. Push in red button. (machine off)										
10. Remove tray from machine with towel.										
11. Place empty glass tray on top of shelf.										

EXIT CRITERIA

SUCCESS CRITERIA

#7 Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given a squeegee, the trainee will clean dirty counters.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-o

	1	2	3	4	5	6	7	8	9	
1. Check counters for excess food and/or water.										
2. Spray counter with water if dry. (dried on food)										
3. Grasp metal rim of squeegee with two hands.										
4. Place rubber edge of squeegee at far end of counter.										
5. Push squeegee to opposite end of counter.										
6. Push excess food and/or water into sink, garbage, or machine.										
7. Check counter. (clean)										
8. Repeat until clean.										

EXIT CRITERIA

SUCCESS CRITERIA

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given a bag of Impact, the trainee will fill empty soap box.

PROCEDURE TO COMPLETE OBJECTIVE

- TRIALS (M-manip., D-discrim., O-order

	1	2	3	4	5	6	7	8	9	10
1. When soap box "beeps", push in black button. (machine off)										
2. Tear off top of Impact.										
3. Pull up lid on soap box with one hand.										
4. Pour ½ bag Impact into soap box with other hand.										
5. Close soap box.										
6. Push in red button. (machine on)										
7. a- Throw empty bag in garbage.										
b- Place remaining Impact on top of machine.										

EXIT CRITERIA

SUCCESS CRITERIA

#9

Appendix 28

CLIENT _____ CP# _____

OBJECTIVE Given Soil Master and silverware tub, the trainee will prepare solution for soaking silverware.

PROCEDURE TO COMPLETE OBJECTIVE

- TRIALS (M-manip., D-discrim., O-ord

	1	2	3	4	5	6	7	8	9	1
1. Empty water in silverware tub into sink.										
2. Rinse tub with spray.										
3. Fill tub with hot water. (½)										
4. Place tub on counter.										
5. Sprinkle Soil Master into water until water turns blue.										
6. Mix solution with hand.										

EXIT CRITERIA

SUCCESS CRITERIA

#10

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given a full bottle Rinse-Dry, the trainee will replace the empty bottle.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-order)

	1	2	3	4	5	6	7	8	9	10
1. Check Rinse-Dry bottle. (empty)										
2. Push in black button. (machine off)										
3. Pull up empty bottle from wall brace.										
4. Pull out cork from empty bottle.										
5. Remove cap from full bottle.										
6. Push cork into top of full bottle until tight.										
7. Return full bottle to wall brace.										
8. Throw empty bottle in' garbage.										
9. Push in red button (machine on) if next tray ready.										

EXIT CRITERIA

SUCCESS CRITERIA

#11

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given item with baked-on food and Soilex, scouring pad and/or scraper the trainee will remove baked-on food from item.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip.; D-discrim., O-ord

	1	2	3	4	5	6	7	8	9	1
1. Use spray to rinse area with baked-on food.										
2. Remove baked-on food with scouring pad.										
3. Rinse and check.(stain removed)										
4. Scour or scrape baked-on food again if necessary.										
5. Rinse and check.(stain removed)										
6. Sprinkle baked-on food with Soilex and cover with water if necessary.										
7. a.) place large pots on floor or counter to soak if needed										
b.) place small items in sink to soak if needed.										
8. Rinse and check.(stain removed)										
9. Repeat above steps if necessary.										
10. Machine wash items when food is removed.										

EXIT CRITERIA

SUCCESS CRITERIA

#12

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given trays of machine washed dishes, the trainee will unload trays.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-order

	1	2	3	4	5	6	7	8	9	10
1. Check items for excess water.										
2. Flip items with excess water if necessary.										
3. Slide tray to left end of counter.										
4. Slide next tray to left end of counter if ready.										
5. Use towel to: a.) remove hot, metal items										
b.) wipe white plates										
c.) wipe bottoms of cups and bowls.										
6. Check all items. (clean)										
7. Return dirty items to counter.										
8. a.) stack plates, saucers, bowls to left of tray.										
b.) plastic containers on ledge.										
c.) pots, pans, salad items, silverware, coffee cups, large oval and square trays to storage area.										
d.) pitchers, tea pots, butter dishes, ash trays, bar trays, small stainless steel items above counter										
EXIT CRITERIA										
SUCCESS CRITERIA										

#12

CLIENT _____ CP# _____

OBJECTIVE Given trays of machine washed dishes, the trainee will unload trays.

PROCEDURE TO COMPLETE OBJECTIVE

	- TRIALS (M-manip., D-discrim., O-ord									
	1	2	3	4	5	6	7	8	9	1
9. Return empty tray to storage area.										
10. a.) unload next tray										
b.) store stacked dishes.										
c.) check counters for excess water and/or dirty dishes										
d.) prepare silverware										
E.) check glasses(filled)										
f.) prepare next tray										
g.) wipe oval trays										

EXIT CRITERIA

SUCCESS CRITERIA

#13

Appendix 28

CLIENT_____ CP#_____

OBJECTIVE Given stacks of clean dishes, the trainee will return dishes to storage area.

PROCEDURE TO COMPLETE OBJECTIVE - TRIALS (M-manip., D-discrim., O-order

	1	2	3	4	5	6	7	8	9	10
1. Glass trays to roller.										
2. Coffee cups to blue trays.										
3. Silverware to top of bun warmer.										
4. Large cooking pots to floor.										
5. Salad bowls, relish trays, shrimp bowls, plastic containers to salad bar.										
6. Large square and oval trays under counter.										
7. Plates, bowls, saucers, small serving platters, serving lids to shelves.										
8. Cooking utensils, fish trays to serving counter.										
9. Pots and pans to soup counter.										
10. Square stainless steel pans and ice cream dishes to cabinet next to stove.										
11. Round stainless steel pans and cone strainers to shelf above sink.										
12. Cream pitchers, ash trays, tea pots to coffee service area.										
13. Sort silverware in gray container										
EXIT CRITERIA										
SUCCESS CRITERIA										

Appendix 29

Case Study -- Custodial Training

Mr. H. is a thirty-year-old male. He is his own guardian living with his parents in a small, rural community. His IQ score as determined by the WAIS is P=60, V=64, FS=60. When tested with the Peabody Picture Vocabulary test his mental age is 10 years, 5 months. He has a speech defect resulting in articulation difficulties. He has no previous work history.

The CMH Development Center referred Mr. H. to the Bureau of Rehabilitation and Vocational Services Expansion Project for a one month Vocational Assessment. He was also seen at this time by psychology, dentistry, audiology and speech. Following assessment it was concluded that Mr. H. could benefit from a 6 month program of work adjustment that would include Speech Therapy twice a week, daily functional academics, weekly individual and group counseling and training in and subsequent production of simulated work tasks in the project workshop. During this time Mr. H.'s work performance combined with his expressed interest in custodial work indicated that he would be a likely candidate for competitive placement.

Mr. H. was referred to the competitive training unit of the project after his work adjustment program was completed. An individual training procedure plan specifying objectives to be learned and formats and feedbacks to be used by the trainer was decided. Twenty-six objectives were designated for Mr. H.'s training. Modeling, physical priming, and gestural prompts were the training techniques previously determined to be most effective with this individual. Verbal prompting and labeling were kept to a minimum as these methods had been found distracting for Mr. H. All training was 1:1. When possible, massed trials of each objective were performed. Success criteria on all objectives was set as 6/6 correct trials on 2 consecutive days.

Mr. H. was in training for his future position in a simulated work environment at ISMRRD for three weeks prior to being hired by the University of Michigan. He trained 4 days a week for approximately 4 hours per day. It was impossible to extend the length of the training day because of transportation difficulties. In his first week of training Mr. H. achieved success criteria on 7 objectives. During the second week he achieved 5 more and in the third week 2 more. In addition, on 7 objectives he was performing errorless trials. The nature of these tasks was such that in a single work day he performed them only once. Five objectives remained to be trained exclusively on the job site. These tasks could not be satisfactorily simulated at the Institute. At the conclusion of 3 weeks training, Mr. H. had achieved 54% of the specified objectives; 27% were partially achieved; 19% remained to be trained on site.

Mr. H. was then hired by U of M and he was accompanied to the job site by the trainer who would continue training and initially assume responsibility for his supervision. During his first week as a full-time employee, Mr. H. achieved 6 more objectives and by the end of his second week had achieved 100% of the specified objectives. A frequently count of supervisory interventions was made nightly by the trainer. It was decided that when supervisory interventions decreased to zero on 2 consecutive nights, Mr. H. had demonstrated his competence at independently performing the requirements of his job. From a highest rate of 35 interventions the first night, the number decreased to zero by the eleventh and twelfth evenings. Project staff withdrew at this point, 12 days after Mr. H. became competitively employed.

The number of areas cleaned by Mr. H. increased from 9 initially to 15 by his tenth work day, a productive output considered to be more than satisfactory by his employer. Newly added areas were cleaned first each night and then Mr. H. continued on to more familiar sites.

Transportation difficulties were solved through the assistance and cooperation of the employer. Mr. H. was introduced to a fellow employee with a stable work record of eleven years. This co-worker lives near Mr. H. and works in an adjoining building. Mr. H. now rides to and from work with this individual.

A six month follow-up revealed that Mr. H. has been promoted to Custodian II. He has not missed a single day of work. As a Custodian II the variety of tasks performed and equipment used by Mr. H. will increase as his rate of pay.

Minimum trials to criteria on any objective is 12. In these 12 sequential trials no errors can be committed. Mr. H. achieved success on 13 objectives (50%) without any errors on any trials. On 4 objectives only 1 trial contained errors; 3 objectives had errors in 2 trials. The greatest number of trials required by B. on any objective was 26, 14 more trials than the minimum of 12.

VOCATIONAL SERVICES COMPONENT

COUNSELING RECORDS

Client John D. CP# 289-76

Counselor _____

Problem Identification	Interventions	Activities	Outcome	Comments
5/1/77			6/1/77	6/1/77
1) Client had cried on average of six times a day while working in the shop.	1) Three individual counseling sessions to determined the cause of this crying.	1) Develop a relationship with the client. Find out what is troubling client. Model and reinforce appropriate work behavior without crying.	1) After the counseling session, this client's crying behavior has been reduced to three times a day.	1) The client appears to be upset about something in the home environment. A home visit will be scheduled.

Appendix 30

Appendix 31

AGENCIES SERVED BY THE VOCATIONAL SERVICES COMPONENT

1. Ada S. Mckinley Community Services
2. Alger and Marquette Sheltered Workshop
3. ARCH, Inc., Sturgis, Michigan
4. ARCraft East Sheltered Workshop, Columbus, Ohio
5. Bay County Rehabilitation, Inc., Bay City, Michigan
6. CASH, Inc. Caro, Michigan
7. Center for Human Development, Mt. Pleasant, Michigan
8. Copper Country Sheltered Workshop
9. Cuyahoga County Board of Mental Retardation
10. Delta-Schoolcraft ISD
11. Do-All Activity Center
12. EB Breakthru, Inc., Hastings, Michigan
13. Genesee County CMH, Flint, Michigan
14. Goodwill Industries, Flint, Michigan
15. Goodwill-Lenawee Association of Retarded Citizens, Adrian, Michigan
16. Grand Traverse Project, Traverse City, Michigan
17. Happiday Sheltered Workshop
18. Hillsdale Center for Understanding
19. Hope Activity Center
20. Jackson Community Workshop
21. Jewish Vocational Services, Detroit, Michigan
22. Kandu Industries, Holland, Michigan
23. Keith Bovenschen School
24. Kenosha Achievement Center
25. Key Opportunities Workshop
26. Lake Region Rehabilitation Industries
27. Lamphere School

28. Lapeer County ISD
29. Lenawee ISD, Howell
30. Life Consultation Center
31. Lincoln Activity Center, Grand Rapids
32. Livingston ISD
33. McKercher Rehabilitation Center, Kalamazoo, Michigan
34. Menominee ISD
35. Metzenbaum Sheltered Industries, Inc.
36. Midland Rehabilitation Facility, Midland
37. Mid-Michigan Work Activity Center
38. Newaygo County ISD, White Cloud, Michigan
39. New Day Industries
40. Niles Association for Exceptional Children, Niles, Michigan
41. Oakdale Center for Developmental Disabilities
42. Orchard Lake High School
43. Peckham Rehabilitation Center
44. Pied Piper School
45. Pine Rest Rehabilitation Center, Ann Arbor, Michigan
46. Pine Rest S.E. Center, Grand Rapids, Michigan
47. Porter County ARC
48. Pridecraft Workshop
49. Southeast Virginia Training Center, Chesapeake, Virginia
50. STAR Center, Cincinnati, Ohio
51. St. Clair County ISD
52. St. Joseph ISD, Centerville
53. Superior Vocations Center
54. Work Skills Center
55. Wing Lake Development Center
56. Ypsilanti Drop-In Center

INSTITUTE FOR THE STUDY OF MENTAL RETARDATION
AND RELATED DISABILITIES

ISMRRD

The University of Michigan
130 South First Street
Ann Arbor, Michigan 48109

Appendix 32

AGENDA

Supervision and Counseling Seminar
May 18, 1978

9:00	Introduction
10:00	Counseling
12:00	Lunch
1:00	Supervision
4:00	Adjourn

Project Staff:

Kevin P. Lynch, Ph.D., Project Director
Helen Mabarak, Vocational Assessment
Bruce Newton, Intake
Susan Potter, Workshop Supervisor
Sandra Wilson, Service Area Supervisor
Jay Granat, Work Adjustment
Barb LeRoy, Workshop
Kate Purves, Workshop
Thayer Merriam, Student Intern
Sally Hollmeyer, Workshop
Jane Barr, Dissemination
Addie Conard, Secretary

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Appendix 32

VOCATIONAL SERVICES SEMINAR

June 15, 1977

9 a.m. - 4 p.m.

Agenda

9:00 a.m.	Coffee
9:15	Introduction and tour
10:15	Evaluation
11:00	Task Analysis
12:00 p.m.	Lunch
1:15	Training
3:00	Supervision/Production Strategies
4:00	Adjourn

PROJECT STAFF:

Kevin P. Lynch, Ph.D., Project Director
Helen Mabarak, Vocational Assessment
Susan Potter, Workshop Supervisor
Sandra Wilson, Workshop
Barb LeRoy, Workshop
Jay Granat, Work Adjustment
Jane Barr, Dissemination
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ISMRRD

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130 South First Street
Ann Arbor, Michigan 48109

Appendix 32

VOCATIONAL SERVICES COMPONENT

Intake and Assessment Seminar

March 23, 1978

9:00	Coffee and rolls
9:15	Introduction
9:30	Slide/tape: Overview of ISMRRD
9:45	Tour of ISMRRD
10:15	Slide/tape: Overview of Vocational Services Component activities
10:30	Intake procedures
11:00	Assessment procedures
11:30	Break for lunch
1:00	A sample case: intake and objectives
1:30	Observing the client
2:15	Report on the client
2:30	Writing objectives
3:00	Fill out seminar evaluations
3:15	Implementation in other settings
3:45	Adjourn

Project Staff:

Kevin P. Lynch, Ph.D., Project Director
Susan Potter, Workshop Supervisor
Helen Mabarak, Vocational Assessment
Bruce Newton, Intake
Jay Granat, Work Adjustment
Barb LeRoy, Workshop
Kate Purves, Competitive Placement
Sally Hollmeyer, Workshop
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